DOCUMENT RESUME

ED 436 681 CE 079 562

TITLE	Equipped for the Future Program Materials.
INSTITUTION	National Inst. for Literacy, Washington, DC.
PUB DATE	1999-00-00
NOTE	74p.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Citizen Role; *Communication Skills; *Decision Making; Educational Change; Educational Innovation; Family Literacy; Family Role; Field Tests; *Interpersonal Competence; *Lifelong Learning; Literacy Education; Partnerships in Education; Program Descriptions; Program Implementation; Staff Role; *Standards

ABSTRACT

This packet consists of materials related to Equipped for the Future (EFF), a national, customer-driven, grassroots, standards-based adult literacy system reform initiative of the National Institute for Literacy. "EFF Background Materials" compares the traditional and EFF views of what adults need to know and explains what EFF standards are designed to do. "Framework Pieces" provides maps for an adult's primary roles--citizen/community member, parent/family member, and worker--that highlight broad areas of responsibility and key activities for each area and a table of common activities to carry out the roles with related activities for each. "EFF Standards" contains the 16 standards, divided into communication, decision-making, interpersonal, and lifelong learning skills; common activities are listed for each standard. "Tools for Explaining EFF" describes quality EFF lessons and lists information sources and EFF partners. The premier issue of "The EFF Voice" includes reports on 12 states that have been participating in the EFF field development process since 1998 and on many other programs and states that have begun incorporating EFF into adult education, family literacy, and welfare-to-work activities; an EFF overview that covers standards and content framework; and list of EFF resources. Overviews are provided for three programs that use EFF: Adult Learning Center, Atkinson, Maine; Adult Basic Literacy Education program, Canton, Ohio; and Project READ San Mateo of the San Mateo Public Library, California. (YLB)

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Equipped for the Future
Program Materials

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EFF Background Materials

What Adults Need to Know

Traditional View	EFF View
Reading	Read With Understanding
Writing	Convey Ideas in Writing
(Listening)	Listen Actively
(Speaking)	Speak So Others Can Understand
Math	Use Math to Solve Problems and Communicate
	Observe Critically
	Plan
	Learn through Research
	Solve Problems and Make Decisions
	Use Information and Communications Technology
	Reflect and Evaluate
	Take Responsibility for Learning
	Resolve Conflict and Negotiate
	Advocate and Influence
	Guide Others
	Cooperate with Others

GED Subjects:	EFF Knowledge Domains:
Literature	Culture, Values, and Ethics
History	How the Past Shapes the World We Live In
Civics and Government	Rights and Responsibilities
Social Studies	How Groups/Teams Work How Social Systems Work
Science	How Physical Systems Work
	How We Grow and Develop

How will Equipped for the Future help you??

EFF STANDARDS WILL ENABLE ALL PARTS OF THE LIFELONG LEARNING SYSTEM TO . . .

Communicate with a common language
Identify common priorities and goals
Use a common definition of "effectiveness"
Link together as a coherent and cohesive system
Redefine the "basic skills" that are needed in today's world

EFF STANDARDS WILL ENABLE ADULT LEARNERS TO . . .

Take control of their own learning

Understand program offerings and expectations when they enter a program
Self-assess their own strengths, weaknesses, and role performance
Understand what they need to learn in order to achieve their goals
Work with teachers to chart their own learning paths and make choices about learning priorities

Be clear about what they've learned

Monitor their progress and document the ways in which they've met personal learning goals
Apply learning to real life goals for self, family and community
Develop transportable skills from one context to another
Achieve publicly recognized certificates and credentials

EFF STANDARDS WILL ENABLE TEACHERS/PRACTITIONERS TO . . .

Improve instruction

Focus instruction on clear goals identified with students
Collaborate with students in determining focus for instruction and in assessing progress
Structure teaching to prepare adults for real-world applications of skills
Model learning strategies by learning along with students
Build community in the classroom

Grow professionally

Participate in a system reform effort that offers a coherent framework for their work
Align instruction with student goals and program accountability
Develop and assess their own skills as teachers
Use expertise and creativity to build a responsive curriculum
Engage in reflection and dialogue that expands their flexibility in implementing the framework

EFF STANDARDS WILL ENABLE PROGRAMS TO . . .

Improve performance

Clarify program goals and align program components to support those goals
Involve staff and students in program improvement
Ground academic work in the real-life impacts that students and other partners are seeking
Report results that matter to learners and other stakeholders
Deliver effective staff development

Be part of an integrated system

Define what they do within the education and training continuum
Collaborate with community programs and other parts of the lifelong learning system
Participate in continually refining the EFF framework

EFF STANDARDS WILL ENABLE FUNDERS TO . . .

Improve accountability

Assess program quality and measure broad impacts and outcomes
Make decisions based on information that can be compared across programs
Understand what happens at the classroom level
Demonstrate the value of contextualizing education in the adult roles
Use performance-based assessment of progress

Target resources

Direct resources effectively
Support a more fully linked, integrated system

EFF STANDARDS WILL ENABLE EMPLOYERS, SCHOOLS, AND OTHER CUSTOMERS TO . . .

Understand how the adult literacy system prepares adults with transferable skills
Develop a view of how each can contribute to an integrated system
Build on their common goals
Appreciate the value of lifelong learning for all adults
Plan for organizational change
Collaborate with literacy programs to improve programming

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for the future

Framework Pieces

Citizen/Community Member Role Map

Effective citizens and community members take informed action to make a positive difference in their lives, communities, and world.

BROAD AREAS OF RESPONSIBILITY

Become and Stay Informed

Citizens and community members find and use information to identify and solve problems and contribute to the community

Form and Express Opinions and Ideas

Citizens and community members develop a personal voice and use it individually and as a group

Work Together

Citizens and community members interact with other people to get things done towards a common purpose

Take Action to Strengthen Communities

Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them

KEY ACTIVITIES

- Identify, monitor, and anticipate problems, community needs, strengths, and resources, for yourself and others
- Recognize and understand human, legal, and civic rights and responsibilities, for yourself and others
- Figure out how the system that affects an issue works
- Identify how to have an impact and recognize that individuals can make a difference
- Find, interpret, analyze, and use diverse sources of information, including personal experience

- Strengthen and express sense of self that reflects personal history, values, beliefs, and roles in the larger community
- Learn from others' experiences and ideas
- Communicate so that others understand
- Reflect on and reevaluate your own opinions and ideas

- Get involved in the community and get others involved
- Respect others and work to eliminate discrimination and prejudice
- Define common values, visions, and goals
- Manage and resolve conflict
- Participate in group processes and decision making

- Help yourself and others
- Educate others
- Influence decision makers and hold them accountable
- Provide leadership within the community

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Parent/Family Role Map

Effective family members contribute to building and maintaining a strong family system that promotes growth and development

BROAD AREAS OF RESPONSIBILITY

Promote Family Members' Growth and Development

Family members support the growth and development of all family members, including themselves

Meet Family Needs and Responsibilities

Family members meet the needs and responsibilities of the family unit

Strengthen the Family System

Family members create and maintain a strong sense of family

KEY ACTIVITIES

- Make and pursue plans for self-improvement
- Guide and mentor other family members
- Foster informal education of children
- Support children's formal education
- Direct and discipline children

- Provide for safety and physical needs
- Manage family resources
- Balance priorities to meet multiple needs and responsibilities
- Give and receive support outside the immediate family

- Create a vision for the family and work to achieve it
- Promote values, ethics, and cultural heritage within the family
- Form and maintain supportive family relationships
- Provide opportunities for each family member to experience success
- Encourage open communication among the generations

Worker Role Map

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

BROAD AREAS OF RESPONSIBILITY

Do the Work

Workers use personal and organizational resources to perform their work and adapt to changing work demands

Work With Others

Workers interact one-on-one and participate as members of a team to meet job requirements

Work Within the Big Picture

Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success

Plan and Direct Personal and Professional Growth

Workers prepare themselves for the changing demands of the economy through personal renewal and growth

KEY ACTIVITIES

- Organize, plan, and prioritize work
- Use technology, resources, and other work tools to put ideas and work directions into action
- Respond to and meet new work challenges
- Take responsibility for assuring work quality, safety, and results

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- Communicate with others inside and outside the organization
- Give assistance, motivation, and direction
- Seek and receive assistance, support, motivation, and direction
- Value people different than yourself

- Work within organizational norms
- Respect organizational goals, performance, and structure to guide work activities
- Balance individual role and needs with those of the organization
- Guide individual and organizational priorities based on industry trends, labor laws/ contracts, and competitive practices

- Balance and support work, career, and personal needs
- Pursue work activities that provide personal satisfaction and meaning
- Plan, renew, and pursue personal and career goals
- Learn new skills

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Equipped for the Future
Common Activities Used to Carry Out EFF Adult Roles*

Common Activity	Family Key Activities	Citizen Key Activities	Worker Key Activities
Gather, Analyze, and Use Information Find and analyze information from diverse sources. Use it to form opinions, make decisions, and take action. • Monitor and gather information from a variety of sources • Establish criteria for the quality and appropriateness of the information • Assess the value of the information • Use the information to make informed decisions	• Support children's formal education • Make and pursue plans for self-improvement • Provide for safety and physical needs • Manage family resources	• Find, interpret, analyze, and use diverse sources of information, including personal experience	• Respect organizational goals, performance, and structure to guide work activities • Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices • Organize, plan, and prioritize work
Manage Resources Find, manage, share, and allocate time, money, and material resources in a way that supports your own needs, goals, and priorities and those of your family, community, and workplace. • Identify those resources you have and those you need • Determine where they are and how they can be obtained • Use the resources in an efficient and effective manner • Balance resources effectively for family, work, community, and self	• Manage family resources • Provide for safety and physical needs • Balance priorities to meet multiple needs and responsibilities	• Identify, monitor, and anticipate problems, community needs, strengths, and resources, for yourself and others	• Use technology, resources, and other work tools to put ideas and work directions into action • Balance and support work, career, and personal goals
Work Within the Big Picture Look beyond the immediate situation. Take into account the structures, culture, practices, and formal and informal rules and expectations of the systems that influence and shape your actions. • Gather information about a system and how it works • Determine your relationship to the system and the roles you and others play within it • Monitor the system and predict changes • Base your efforts to influence the system on your knowledge of how it works	• Support children's formal education • Give and receive support outside the immediate family • Create a vision for the family and work to achieve it	• Figure out how the system that affects an issue works • Identify how to have an impact and recognize that individuals can make a difference	• Work within organizational norms • Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices • Balance individual role and needs with those of the organization • Respect organizational goals, performance, and structure to guide work activities

*See Role Maps for full outline of role responsibilities and key activities

Common Activity	Family Key Activities	Citizen Key Activities	Worker Key Activities
Work Together Cooperate with others to learn, accomplish tasks, and pursue common goals. • Identify what needs to be done and plan how to do it • Pay attention to the relationships within the group as well as to completing the task • Identify and draw upon everyone's strengths in carrying out the work of the group • Recognize and deal with conflict in a productive manner	• Form and maintain supportive family relationships • Provide opportunities for each family member to experience success • Encourage open communication among the generations • Give and receive support outside the immediate family	• Get involved in the community and get others involved • Respect others and work to eliminate discrimination and prejudice • Define common values, visions, and goals • Manage and resolve conflict • Participate in group processes and decision making	• Communicate with others inside and outside the organization • Give assistance, motivation, and direction • Seek and receive assistance, support, motivation, and direction • Value people different than yourself
Provide Leadership Inspire and direct others in shaping and achieving a common goal. • Institute and manage plans for action and change, based on an understanding of the big picture • Organize and motivate others to act • Guide sound problem solving and decision making • Assure consistent monitoring and evaluation of performance	• Create a vision for the family and work to achieve it • Direct and discipline children	• Provide leadership within the community • Get involved in the community and get others involved	• Take responsibility for assuring work quality, safety, and results • Give assistance, motivation, and direction • Organize, plan, and prioritize the work
Guide and Support Others Help others succeed by setting an example, providing opportunities for learning, or giving other kinds of assistance. • Acknowledge and reward others' strengths and accomplishments • Contribute to creating supportive, learning environments and experiences • Empower others through mentoring, coaching, and being a role model	• Guide and mentor other family members • Foster informal education of children • Support children's formal education	• Help yourself and others • Educate others	• Give assistance, motivation, and direction

Common Activity	Family Key Activities	Citizen Key Activities	Worker Key Activities
Seek Guidance and Support From Others Help yourself succeed by asking for information, advice, and assistance. • Recognize when you need help and know where to go for it • Seek out relationships with people whose judgment is trusted • Create and make use of networks of personal and professional contacts • Be responsive to new ideas and accept and use constructive criticism and feedback	• Give and receive support outside the immediate family	• Learn from others' experiences and ideas • Help yourself and others	• Seek and receive assistance, support, motivation, and direction • Communicate with others inside and outside the organization
Develop and Express Sense of Self Create your own personal voice. Use your understanding of self to guide your actions. • Examine and clarify your own values and beliefs, recognizing the role your cultural heritage and personal history play in shaping these and in determining the possibilities of expression • Maintain standards of integrity • Consider the constraints of the situation as well as your own strengths and weaknesses when choosing a course of action • Pursue outlets for interests and talents to maintain emotional and physical health	• Make and pursue plans for self-improvement • Promote values, ethics, and cultural heritage within the family	• Reflect on and reevaluate your own opinions and ideas • Communicate so that others understand • Strengthen and express sense of self that reflects personal history, values, beliefs, and roles in the larger community	• Pursue work activities that provide personal satisfaction and meaning • Balance and support work, career, and personal needs • Balance individual role and needs with those of the organization
Respect Others and Value Diversity Respect and appreciate the values, beliefs, cultures, and history of others. Use this understanding to counteract prejudice and stereotypes. • Create an environment where others feel welcome, are included, and thrive • Encourage and carefully consider a wide range of opinion and beliefs • Educate yourself about other cultures • Challenge the beliefs that a person's inherent capacity is limited by background or group membership	• Promote values, ethics, and cultural heritage within the family • Encourage open communication among generations • Form and maintain supportive family relationships	• Respect others and work to eliminate discrimination and prejudice • Learn from others' experiences and ideas	• Value people different than yourself • Communicate with others inside and outside the organization

Common Activity	Family Key Activities	Citizen Key Activities	Worker Key Activities
Exercise Rights and Responsibilities Act and advocate on behalf of yourself and others, taking into account laws, social standards, and cultural traditions. • Recognize and assume your share of family, civic, and work responsibilities • Monitor and keep up to date on federal, state, and local laws and regulations • Make sure your own behavior is just and responsible • Take personal responsibility to bring about change or resolve problems to achieve a common good	• Support children's formal education • Provide for safety and physical needs	• Recognize and understand human, legal, and civic rights and responsibilities, for yourself and others • Influence decision-makers and hold them accountable	• Guide individual and organizational priorities based on industry trends, labor laws/ contracts, and competitive practices • Balance individual role and needs with those of the organization • Take responsibility for assuring work quality, safety, and results
Create and Pursue Vision and Goals Dare to Dream. Be clear about where you want to go and how to get there. • Articulate a vision that embodies your values and goals or those of your family, community, or work group • Establish attainable goals that are compatible with that vision • Develop a realistic plan to move toward the vision and goals • Create alternative means of meeting your goals that anticipate the effects of change	• Create a vision for the family and work to achieve it	• Identify how to have an impact and recognize that individuals can make a difference • Define common values, visions, and goals	• Plan, renew, and pursue personal and career goals • Pursue work activities that provide personal satisfaction and meaning
Use Technology and Other Tools to Accomplish Goals Be familiar with a variety of tools and technologies that can make it easier to achieve your goals. • Keep up-to-date on developments in tools and technologies that may be useful for communicating, managing information, solving problems, and carrying out daily tasks • Determine which tools are most useful for the purpose and context at hand • Use complex tools, machines, and equipment to solve problems	• Create a vision for the family and work to achieve it • Make and pursue plans for self-improvement • Foster informal education of children • Manage family resources	• Identify, monitor, and anticipate problems, community needs, strengths, and resources, for yourself and others • Find, interpret, analyze, and use diverse sources of information, including personal experience • Figure out how the system that affects an issue works • Help yourself and others	• Use technology, resources, and other work tools to put ideas and work directions into action • Respond to and meet new work challenges • Take responsibility for assuring work quality, safety, and results • Organize, plan, and prioritize work • Communicate with others inside and outside the organization • Learn new skills

Common Activity	Family Key Activities	Citizen Key Activities	Worker Key Activities
Keep Pace With Change Anticipate, manage, and adapt to change in conditions and systems that affect your life. • Adjust your goals and plans over time to take into account actual or prospective changes • Keep abreast of and evaluate trends in your industry and community, as well as the nation and world • Determine what skills and knowledge are needed to meet emerging needs or new situations • Create opportunities to expand your own skills and knowledge, as well as those of your family, community, or work group	• Make and pursue plans for self-improvement • Support children's formal education • Provide for safety and physical needs	• Identify, monitor, and anticipate problems, community needs, strengths, and resources, for yourself and others	• Respond to and meet new work challenges • Learn new skills • Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices

EFF Skills Used to Carry Out These Activities*

The nature, complexity, and context of an activity will determine which of these skills adults need to use.

Communication Skills
- Read with Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically

Decision-Making Skills
- Use Mathematics in Problem Solving and Communication
- Solve Problems and Make Decisions
- Plan

Interpersonal Skills
- Cooperate with Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide Others

Lifelong Learning Skills
- Take Responsibility for Learning
- Reflect and Evaluate
- Learn through Research
- Use Information and Communications Technology

*See *Standards for Adult Literacy and Lifelong Learning: Skill Descriptions for Standards* for complete description of each skill.

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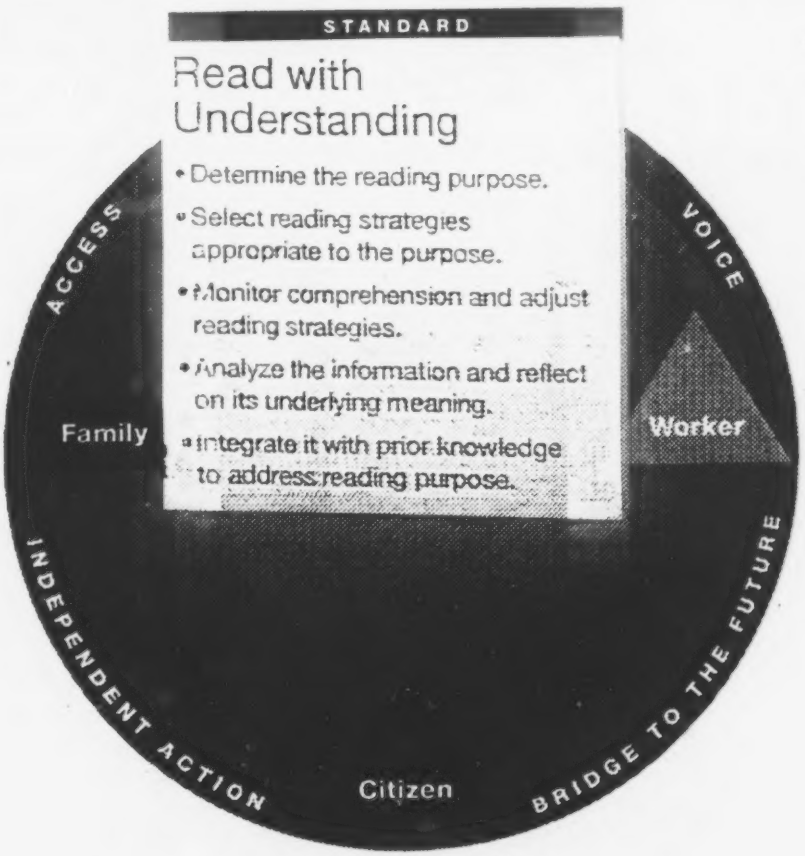
EFF Standards

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

COMMUNICATION SKILLS

Read with Understanding



COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support from Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace with Change

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In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

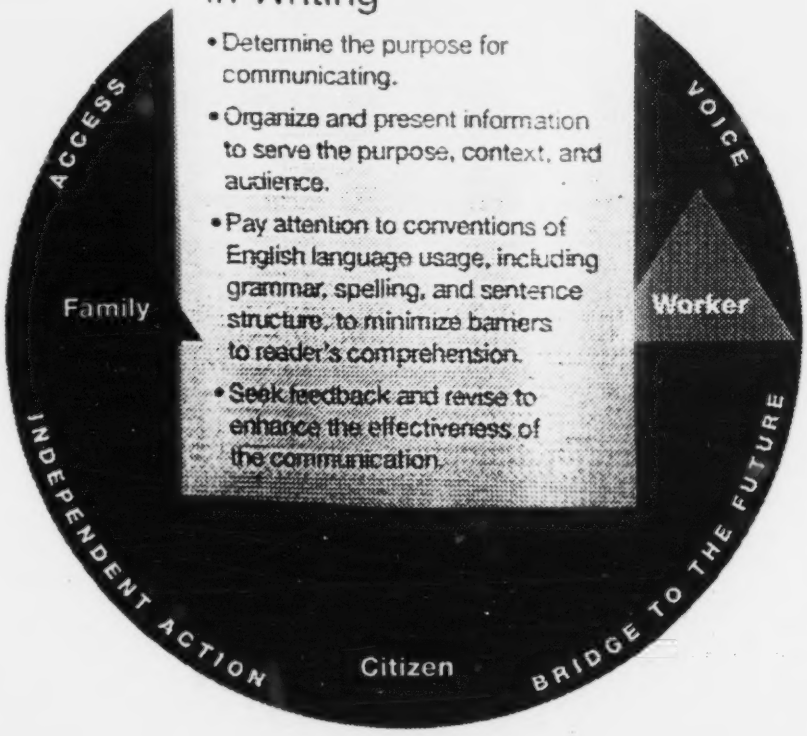
COMMUNICATION SKILLS

Convey Ideas in Writing

STANDARD

Convey Ideas in Writing

- Determine the purpose for communicating.
- Organize and present information to serve the purpose, context, and audience.
- Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure, to minimize barriers to reader's comprehension.
- Seek feedback and revise to enhance the effectiveness of the communication.



COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support from Others
- Develop and Express Sense of Self
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- Exercise Rights and Responsibilities
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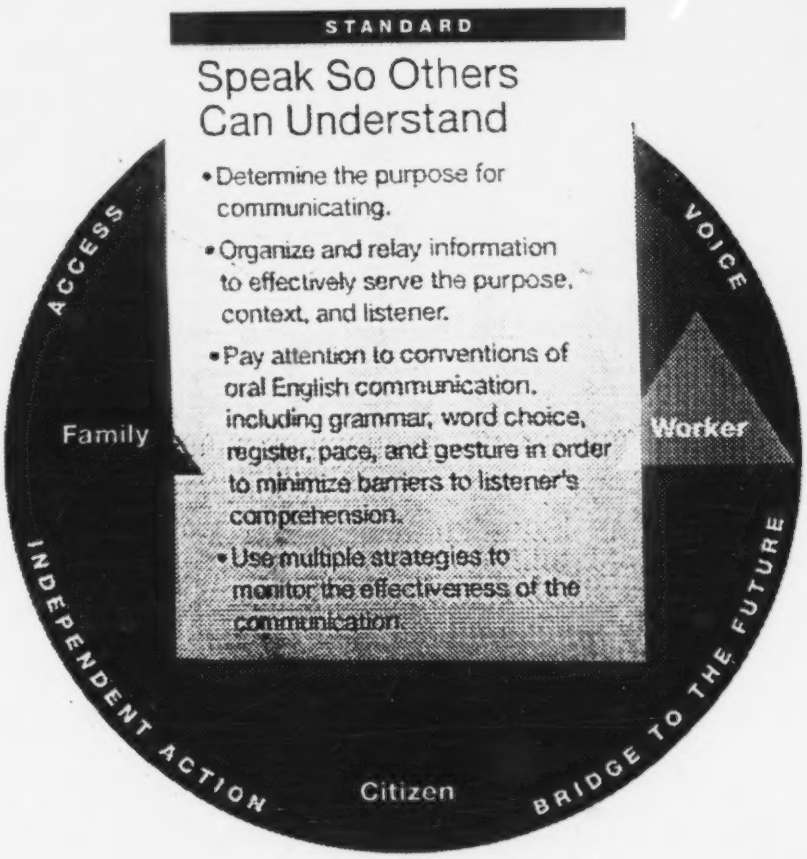
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

COMMUNICATION SKILLS

Speak So Others Can Understand


STANDARD
Speak So Others Can Understand
• Determine the purpose for communicating.
• Organize and relay information to effectively serve the purpose, context, and listener.
• Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension.
• Use multiple strategies to monitor the effectiveness of the communication.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support from Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace with Change

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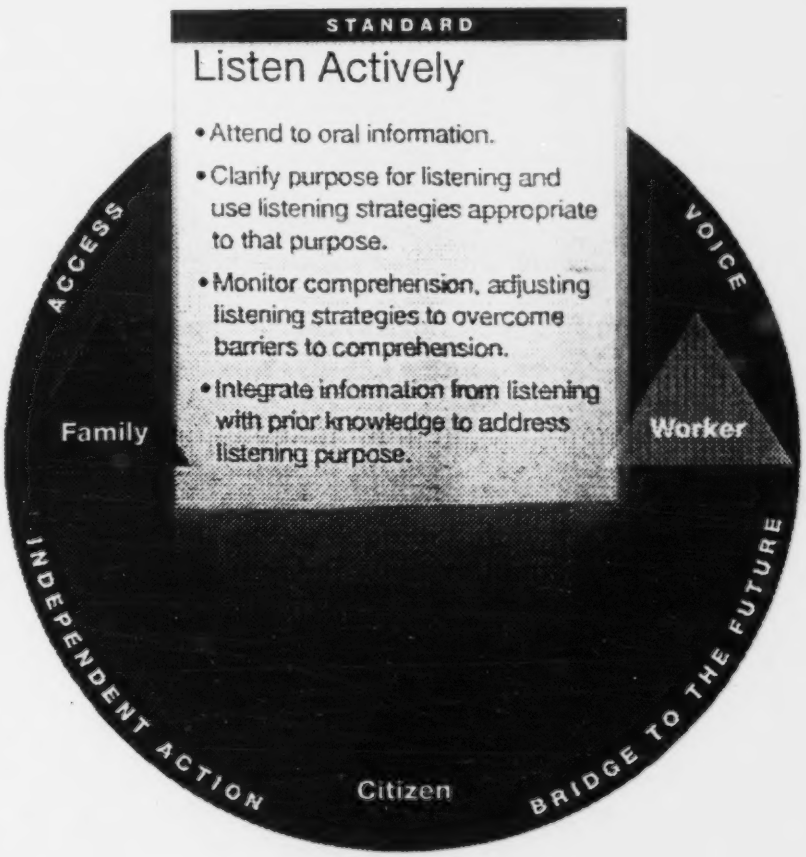
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

COMMUNICATION SKILLS
Listen Actively


STANDARD
Listen Actively
• Attend to oral information.
• Clarify purpose for listening and use listening strategies appropriate to that purpose.
• Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
• Integrate information from listening with prior knowledge to address listening purpose.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support from Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace with Change

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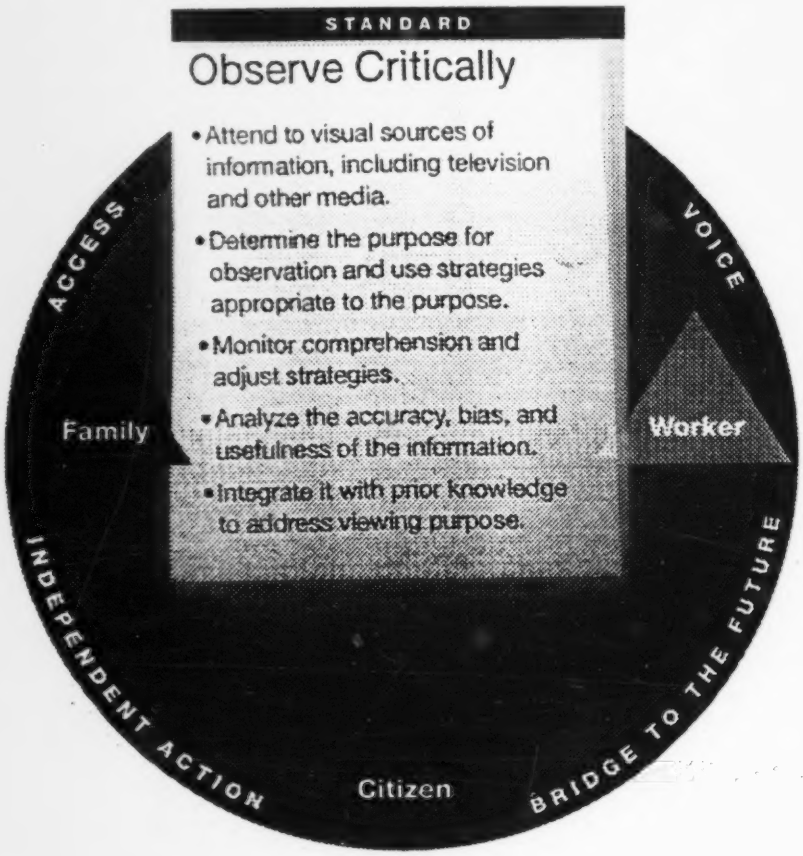
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

COMMUNICATION SKILLS
Observe Critically


STANDARD
Observe Critically
• Attend to visual sources of information, including television and other media.
• Determine the purpose for observation and use strategies appropriate to the purpose.
• Monitor comprehension and adjust strategies.
• Analyze the accuracy, bias, and usefulness of the information.
• Integrate it with prior knowledge to address viewing purpose.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support from Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace with Change

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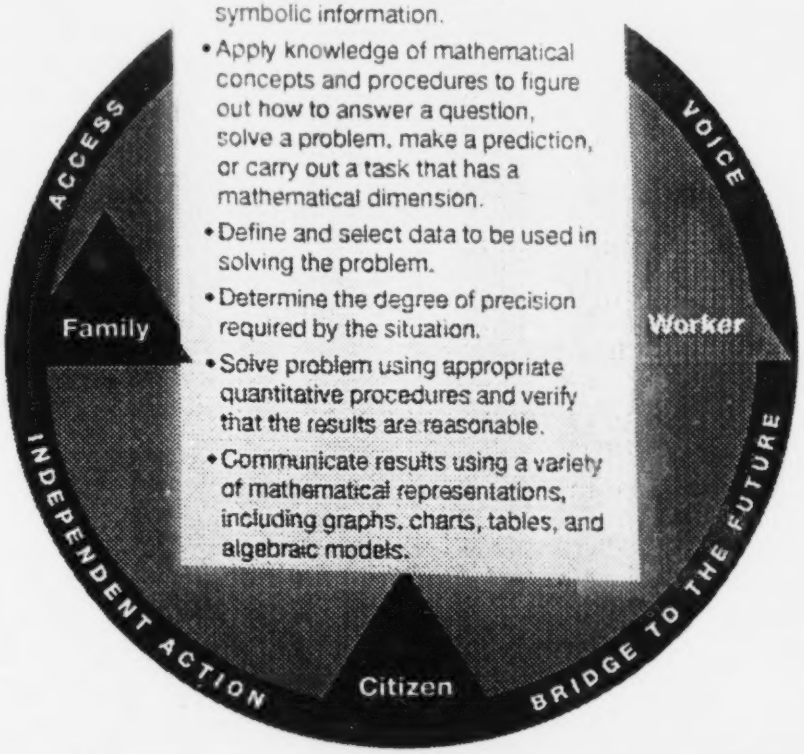
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

STANDARD

Use Math to Solve Problems and Communicate

- Understand, interpret, and work with pictures, numbers, and symbolic information.
- Apply knowledge of mathematical concepts and procedures to figure out how to answer a question, solve a problem, make a prediction, or carry out a task that has a mathematical dimension.
- Define and select data to be used in solving the problem.
- Determine the degree of precision required by the situation.
- Solve problem using appropriate quantitative procedures and verify that the results are reasonable.
- Communicate results using a variety of mathematical representations, including graphs, charts, tables, and algebraic models.



DECISION-MAKING SKILLS

Use Math to Solve Problems and Communicate

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support from Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace with Change

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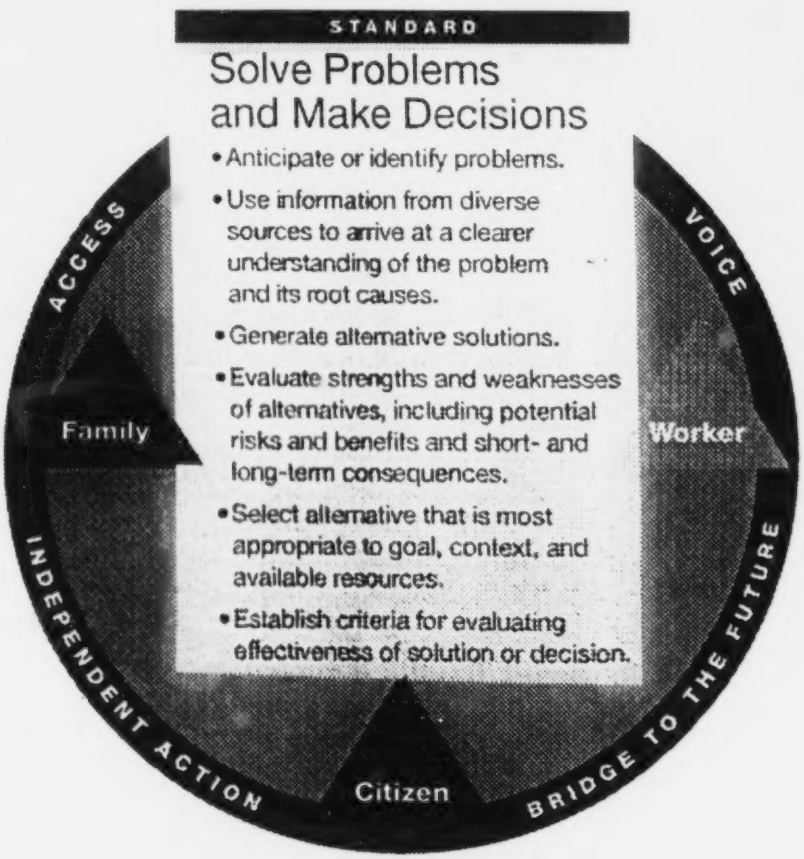
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

DECISION-MAKING SKILLS

Solve Problems and Make Decisions


STANDARD
Solve Problems and Make Decisions
• Anticipate or identify problems.
• Use information from diverse sources to arrive at a clearer understanding of the problem and its root causes.
• Generate alternative solutions.
• Evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences.
• Select alternative that is most appropriate to goal, context, and available resources.
• Establish criteria for evaluating effectiveness of solution or decision.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
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- Keep Pace with Change

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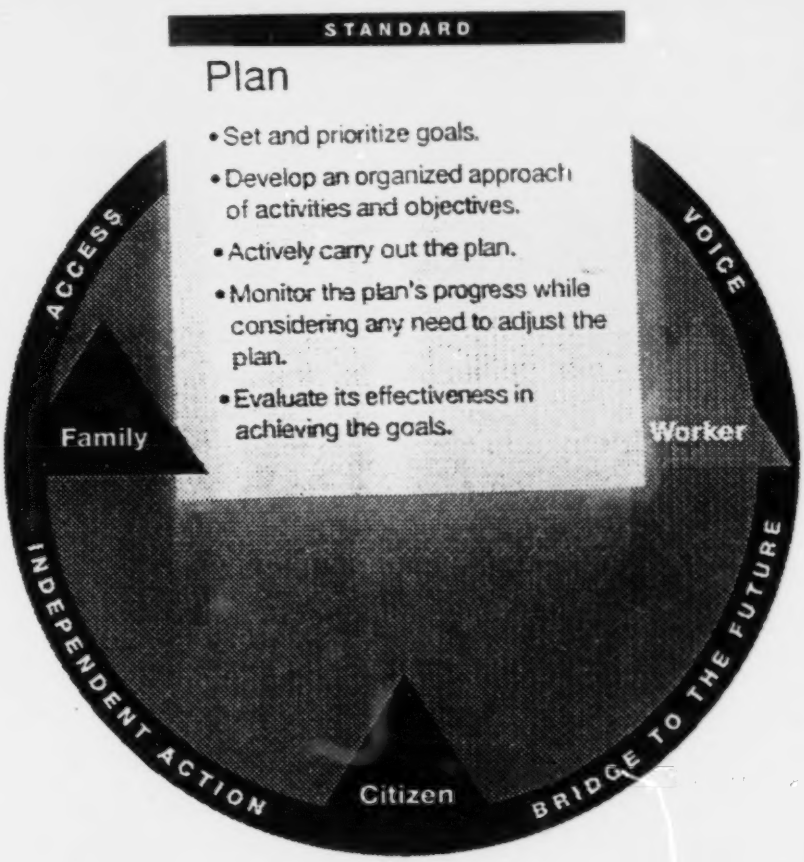
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

DECISION-MAKING SKILLS
Plan



COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support from Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace with Change

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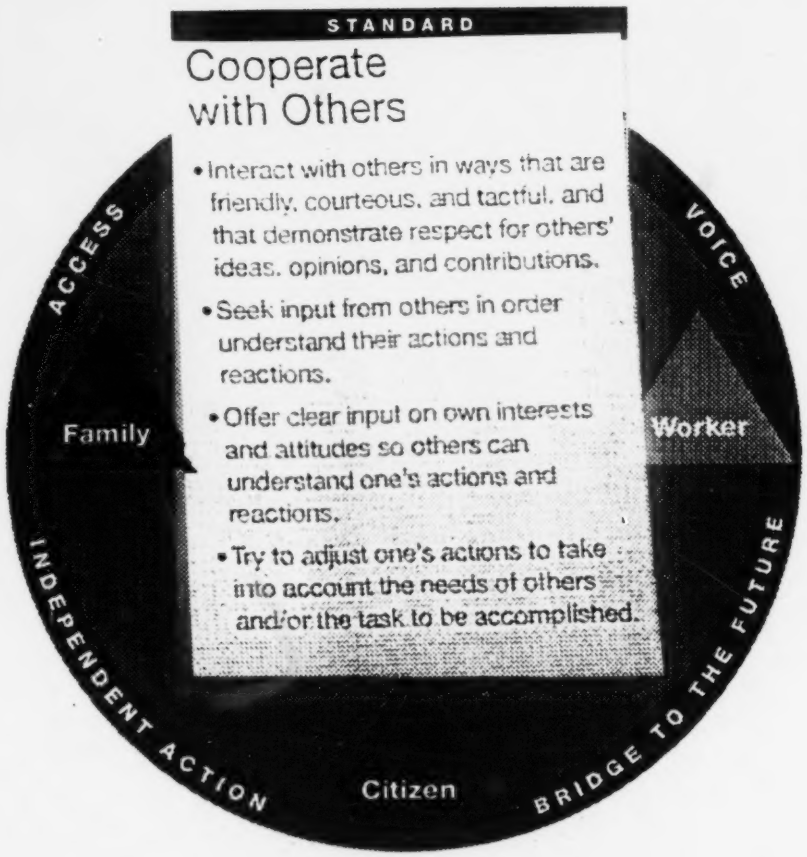
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

INTERPERSONAL SKILLS
Cooperate with Others


STANDARD
Cooperate with Others
• Interact with others in ways that are friendly, courteous, and tactful, and that demonstrate respect for others' ideas, opinions, and contributions.
• Seek input from others in order understand their actions and reactions.
• Offer clear input on own interests and attitudes so others can understand one's actions and reactions.
• Try to adjust one's actions to take into account the needs of others and/or the task to be accomplished.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
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- Keep Pace with Change

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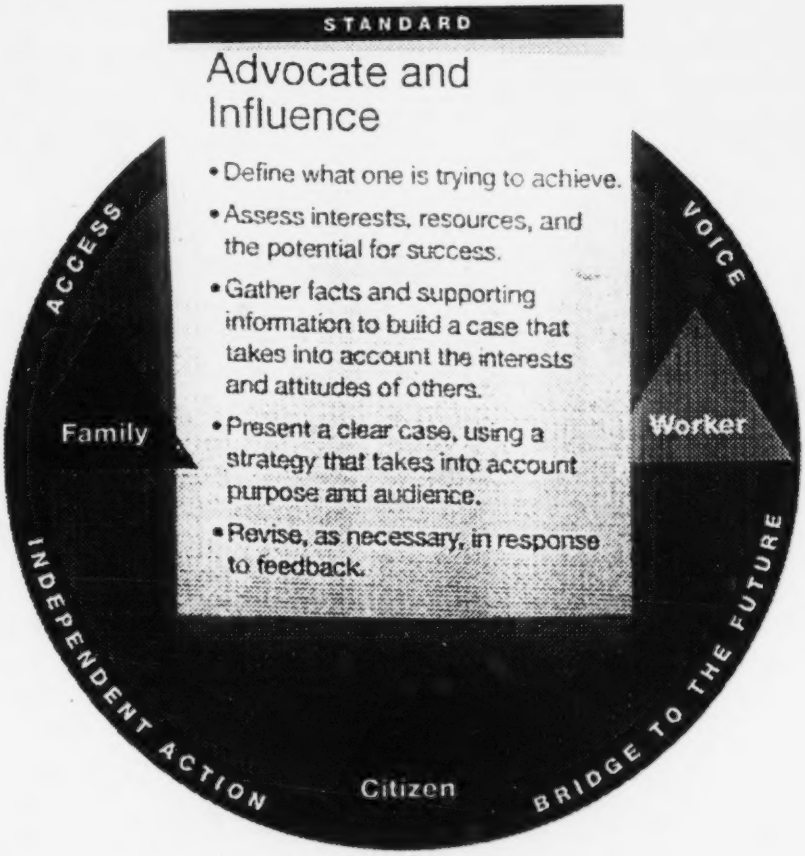
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

INTERPERSONAL SKILLS

Advocate and Influence


STANDARD
Advocate and Influence
• Define what one is trying to achieve.
• Assess interests, resources, and the potential for success.
• Gather facts and supporting information to build a case that takes into account the interests and attitudes of others.
• Present a clear case, using a strategy that takes into account purpose and audience.
• Revise, as necessary, in response to feedback.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

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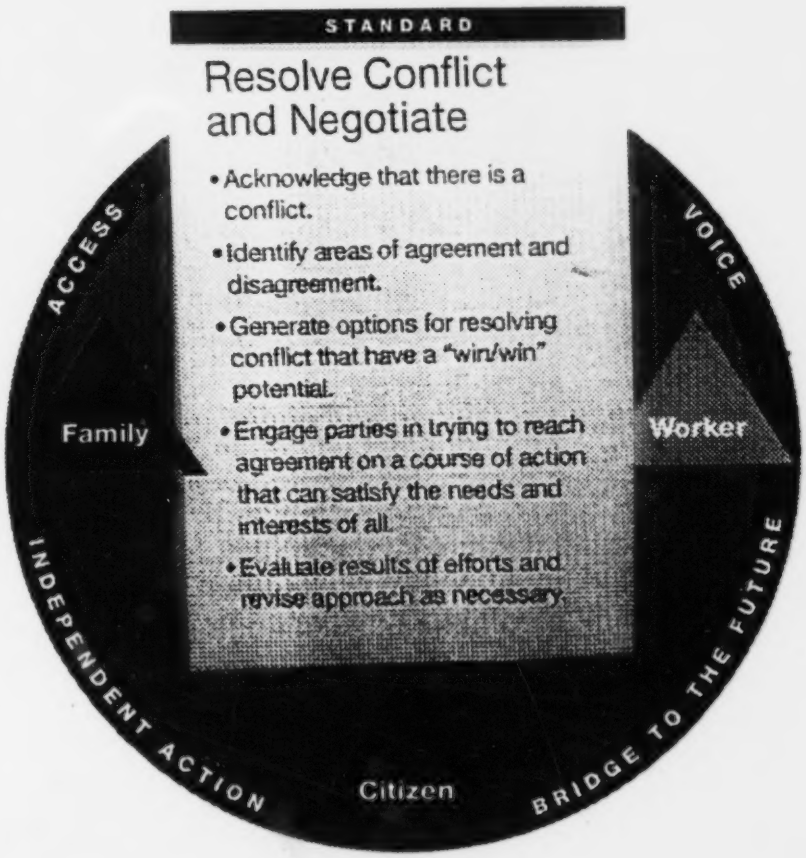
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

INTERPERSONAL SKILLS

Resolve Conflict and Negotiate


STANDARD
Resolve Conflict and Negotiate
• Acknowledge that there is a conflict.
• Identify areas of agreement and disagreement.
• Generate options for resolving conflict that have a "win/win" potential.
• Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.
• Evaluate results of efforts and revise approach as necessary.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

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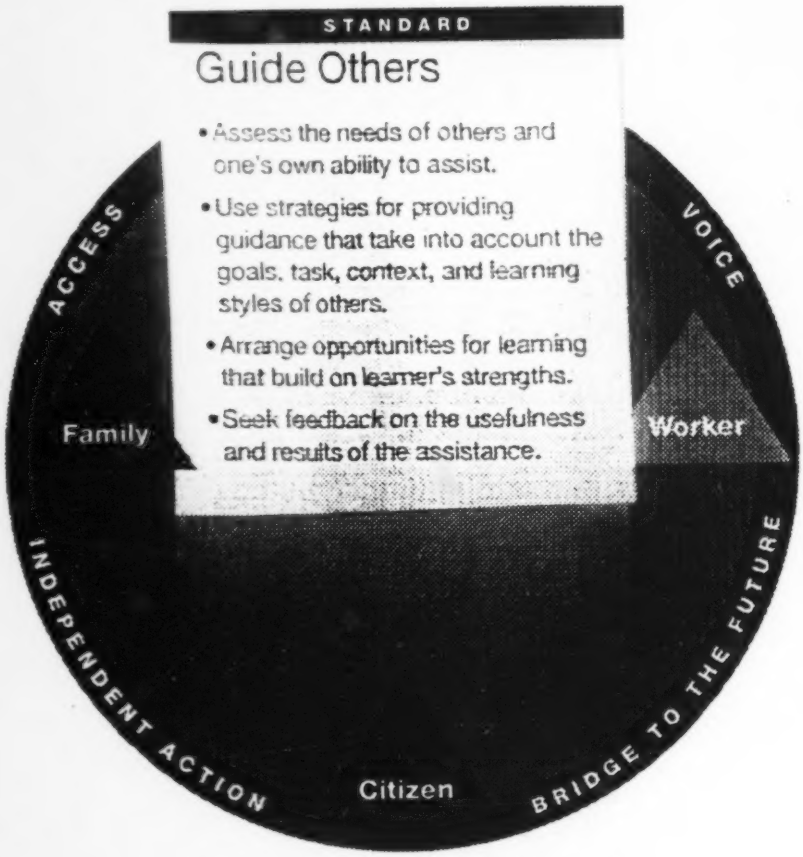
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

INTERPERSONAL SKILLS
Guide Others


STANDARD
Guide Others
• Assess the needs of others and one's own ability to assist.
• Use strategies for providing guidance that take into account the goals, task, context, and learning styles of others.
• Arrange opportunities for learning that build on learner's strengths.
• Seek feedback on the usefulness and results of the assistance.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

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In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

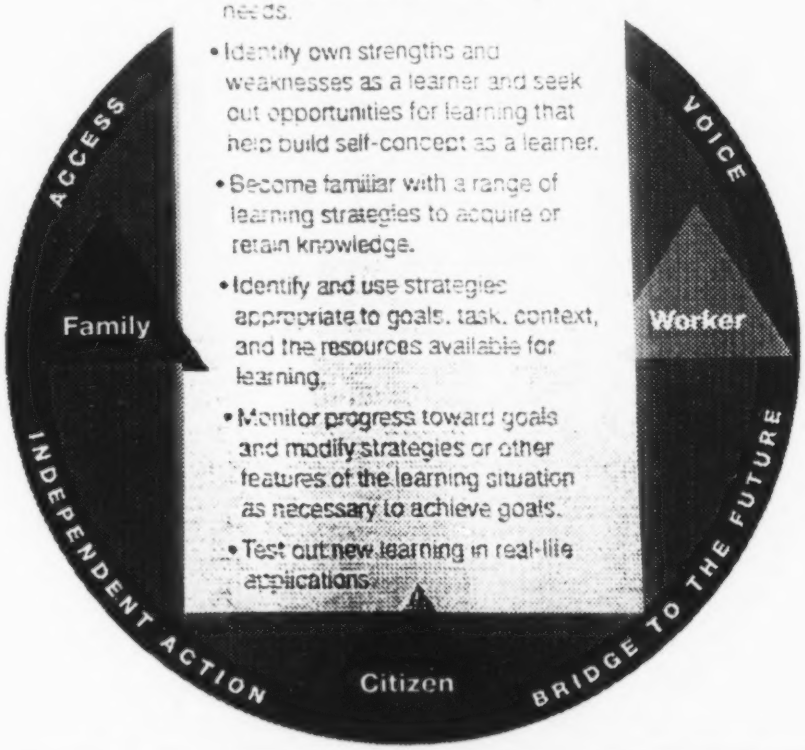
LIFELONG LEARNING SKILLS

Take Responsibility for Learning

STANDARD

Take Responsibility for Learning

- Establish learning goals that are based on an understanding of one's own current and future learning needs.
- Identify own strengths and weaknesses as a learner and seek out opportunities for learning that help build self-concept as a learner.
- Become familiar with a range of learning strategies to acquire or retain knowledge.
- Identify and use strategies appropriate to goals, task, context, and the resources available for learning.
- Monitor progress toward goals and modify strategies or other features of the learning situation as necessary to achieve goals.
- Test out new learning in real-life applications.



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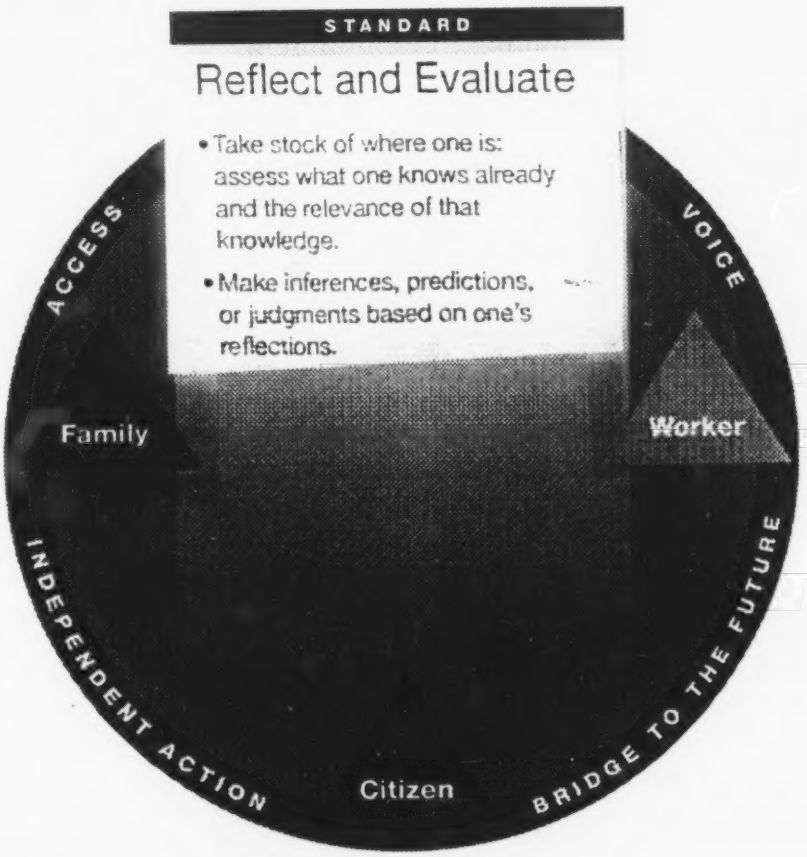
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

LIFELONG LEARNING SKILLS
Reflect and Evaluate



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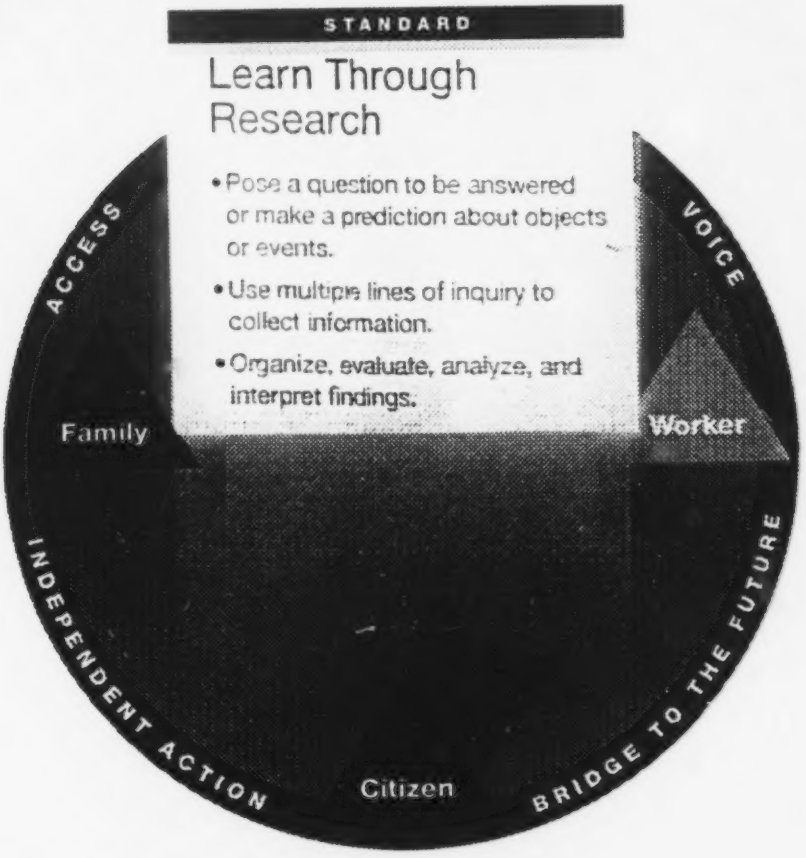
LIFELONG LEARNING SKILLS

Learn Through Research



COMMON ACTIVITIES

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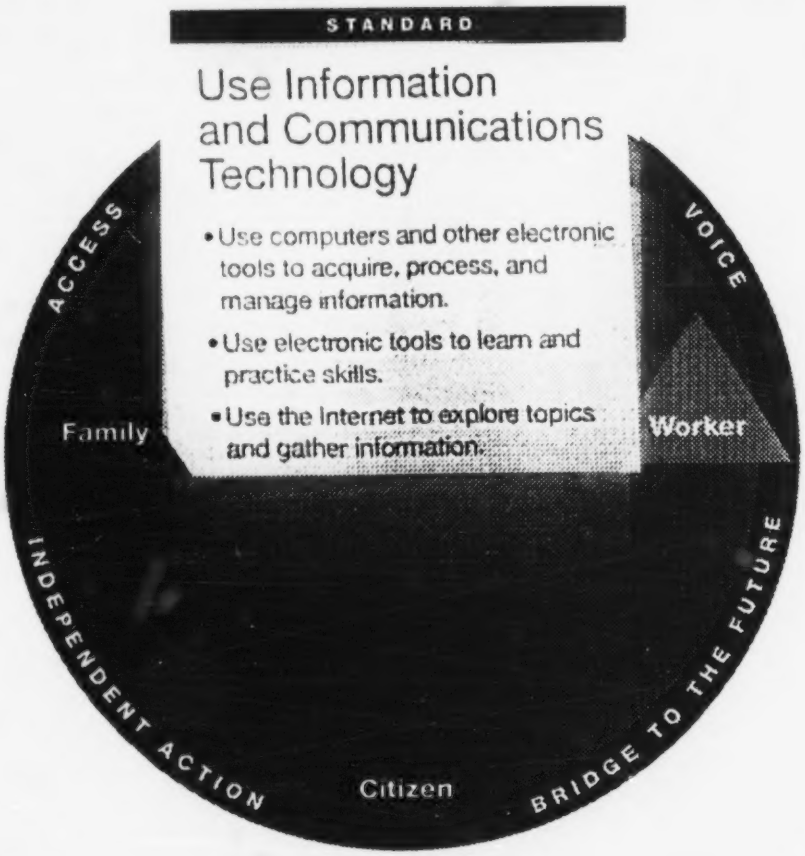
In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

LIFELONG LEARNING SKILLS

Use Information and Communications Technology


STANDARD
Use Information and Communications Technology
• Use computers and other electronic tools to acquire, process, and manage information.
• Use electronic tools to learn and practice skills.
• Use the Internet to explore topics and gather information.
ACCESS
VOICE
Family
Worker
INDEPENDENT ACTION
BRIDGE TO THE FUTURE
Citizen

COMMON ACTIVITIES

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Equipped
for the future

Tools for Explaining EFF

What is an "EFF Friendly" Lesson?

Quality lessons are part of a larger context - thematic units that are often project based. As such, they (1) identify an issue, problem or idea that is relevant and meaningful to adult students; (2) identify and develop resources for problem solving; (3) begin research to investigate the issue or problem; (4) create a product, process or event for an authentic audience. Within these lessons, there may be many unified activities, but one activity, itself, is not the project.

Quality EFF lessons are:

A. Coherent and tied to the Four Purposes
They provide evidence that this lesson is part of a larger context. Besides the four EFF purposes,the lessons aim to meet policy goals, as well.

B. Relevant
The focus is on a "hot topic," issue, or idea that is connected to the goals of the students. In other words, this lesson will talk about things that matter in our lives.

C. Connected to the 3 roles.
There will be evidence that application addresses at least one of the three primary roles. Common Activities used as themes connect the lesson to all three roles.

D. Standards-based
The lesson addresses one or more of the EFF Standards, demonstrating development and application of skills.

E. Community-centered
The lesson aims to build a community within the learning relationship, the home, work place or neighborhood, increasing opportunities to interact, receive feedback and learn.

F. Assessed appropriately
Evaluation incorporates a variety of assessment procedures and methods, including student portfolios, self-assessment instruments, observation, interviews and appropriate standardized tests. Assessments are aligned with goals and provide frequent, regular opportunities for feedback and revision (formative assessment) as well as summative assessment.

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FOR MORE INFORMATION ABOUT EQUIPPED FOR THE FUTURE

To request our published Equipped for the Future materials please call EDPUBS Clearinghouse at: 877-433-7827. Ask for the IN number of the free publication you would like to order.

What's Available?

1. **Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning.** Published in 1995, this book describes the vision and research basis of EFF's initiative for reforming the Adult Literacy and Education system. (IN#EX0019P)
2. **Equipped for the Future: A Reform Agenda for Adult Literacy and Lifelong Learning**. This 1997 publication builds on the previous work, reporting the continuing research and development of EFF's content framework for adult performance standards.(IN#EX0020P)
3. First edition of the **EFF VOICE** newsletter describing how EFF is being implemented in organizations, states and local programs around the country.(IN#EX0094P)

On-Line Resources

1. The Equipped for the Future Website is an on-line resource to learn more about the EFF initiative. Anyone with an active Internet connection and a Web-browsing program can download the EFF framework, find out about current EFF publications, announcements and events. Look for the announcement in January, 2000 of the publication: **Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century.**
The site address is: http://www.nifl.gov/EFF
2. **The Equipped for the Future List Serv** is an on-going, on-line conversation about EFF by teachers, administrators and others interested in and using EFF. To view the archives, go to: http://www.nifl.gov and select forums, then choose the Equipped for the Future option. To subscribe to the list serv, send the following message:

TO: listproc@literacy.nifl.gov
SUBJECT: leave blank
MESSAGE: Subscribe NIFL-4EFF your first name your last name

Equipped for the Future Contact People:

Standards: Sondra Stein, sstein@nifl.gov, 202-233-2041, National Institute for Literacy

Research and Data Collection: Brenda Bell, bsbell@utkux.utk.edu, 423-974-4109, Equipped for the Future Center for Research, Center for Literacy Studies, University of Tennessee

Staff Development, Technical Assistance and Materials: Lisa Levinson, LisaL595@aol.com, 207-549-0926, Equipped for the Future Professional Development Center, University of Maine

Assessment: Peggy McGuire, peggymcguire@erols.com, 215-843-8384, Center for Literacy Studies, University of Tennessee

Equipped for the Future Partners

Equipped for the Future (EFF) is a national, customer-driven, grassroots, standards-based adult literacy system reform initiative. This list represents the partners who have helped develop EFF, used it in programs, and are part of the EFF continuous improvement process. We invite you to join us and become part of the EFF development process.

The Equipped for the Future Development Team

Andrew Hartman	Mary Dunn Siedow
Sondra Stein	Michele Perry
Brenda Bell	Rose Brandt
Metta Potts	Kevin Brady
Lisa Levinson	Donal Crosse
Donna Curry	Silja Kallenbach
Andrea Nash	Ronna Spacone
Jean Stephens	Juliet Merrifield

From these Partner Organizations

National Institute for Literacy (Sponsoring organization)
Center for Literacy Studies, University of Tennessee
Center for Adult Learning and Literacy, University of Maine
National Center for Family Literacy
New England Literacy Resource Center, World Education
Mayor's Commission on Literacy, Philadelphia
Ohio Literacy Resource Center, Kent State University
North Carolina Literacy Resource Center, North Carolina Community College System
Workforce Investment Network, George Mason University
Adult Numeracy Network

The EFF Field Development Sites

Arizona/Bureau of Indian Affairs
Lana Shaughnessy, Bureau of Indian Affairs
- Blackwater Community School, Family and Child Education Program, Coolidge
- Little Singer Community School, Family and Child Education Program, Winslow

EFF Field Development Sites, cont.

California
California Department of Education
Joan Polster, State Director of Adult Education
Carol Talan, State Library Coordinator
- Mt. Diabolo Adult Education, Concord
- Project READ, North San Mateo County
- READ/San Diego, San Diego Public Library
- Sweetwater Union High School District, Division of Adult and Continuing Education, Chula Vista
- The Reading Program, Milpitas

Maine
Maine Department of Education
Robert Crotzer, Adult Basic Education Specialist
- Adult Learning Center, Sullivan
- Caribou Adult Education, Caribou
- MSAD #41 Adult Education, Atkinson
- MSAD #56: Messabesic Adult and Community Education, Waterboro
- Windham Adult Education, Windham

New Hampshire
New Hampshire Department of Education
Art Ellison, State Director of Adult Education
- Dover Adult Learning Center, Dover

North Carolina
North Carolina Community College System
Randy Whitfield, State Director of Adult Education
- Wilkes Community College, Wilkesboro

Ohio
Ohio Department of Education
Jim Bowling, State Director of Adult Education
- Canton City Schools ABLE, Canton

Equipped for the Future Partners

EFF Field Development Sites, cont.

Pennsylvania
Pennsylvania Department of Education
Cheryl Keenan, State Director of Adult Education
- Center for Literacy, Philadelphia
- Northampton Community College, Bethlehem

Rhode Island
Rhode Island Department of Education
Robert Mason, State Director of Adult Education
- Dorcas Place Parent Literacy Center, Providence

Tennessee
Tennessee State Department of Education
Phil White, State Director of Adult Education
- Knox County Adult Literacy Program, Knoxville

Texas
Texas Education Agency
Pavlos Russos, State Director of Adult Education
- Ten County ACE Co-op, San Marcos
- Harris County Department of Education, Adult Education Division, Houston

Vermont
Vermont Department of Education
Sandra Robinson, State Director of Adult Education
- Vermont Adult Learning, East Montpelier

Virginia
Virginia Department of Education
Lennox McLendon, State Director of Adult Education
- Arlington Education and Employment Program (REEP), Arlington
- New River Community College, Dublin
- The READ Center, Richmond

Other State Partners
Washington
Oregon
South Carolina

National Policy Group

Joan Auchter, American Council on Education/GED Testing Service
Edie West, National Skills Standards Board
Paul F. Cole, New York State AFL-CIO
John Comings, National Center for the Study of Adult Learning and Literacy
Irwin Kirsch, Educational Testing Service
Noreen Lopez, Public Broadcasting Service
Katherine Mance, National Retail Federation
Patricia McNeil, U.S. Department of Education
Israel Mendoza, Washington State Board for Community and Technical Colleges
Fran Tracy-Mumford, Delaware Department of Public Instruction
Ken Nelson, National Education Goals Panel
Charles Quigley, Center for Civic Education
Benita Somerfield, Barbara Bush Foundation for Family Literacy
Pam Tate, Council for Adult and Experiential Learning

National Advisory Council: Citizen/Community Member Role

Bob Bickerton, Massachusetts Adult and Community Learning Services
Mark Molli, Center for Civic Education
Susan Hackney, COABE
Judy Hofer, World Education
Cheryl Keenan, Pennsylvania Department of Education
Rebecca Fennell, The League of Women Voters
Alejandra Domenzian, National Council of LaRaza
Dick Lynch, American Bar Association
Colby May, American Center for Law and Justice
Lennox McLendon, Virginia Department of Education
Arnold Packer, SCANS/2000
Pat Rigg, American Language and Literacy
Pavlos Roussos, Texas Education Agency
June Rostan, Southern Empowerment Project
David Smith, Annenberg Institute for School Reform
Edward Schwartz, Institute for the Study of Civic Values
Regie Stites, SRA Internationl
Carol Talan, California State Literacy Resource Center

EFF Voice

Equipped for the Future is an initiative of the National Institute for Literacy

Volume 1, Number 1 Fall/Winter 1999

A Message from Andrew Hartman, Director, NIFL

I welcome this opportunity to bring you up-to-date on our *Equipped for the Future* (EFF) project. Four years ago, when the National Institute for Literacy (NIFL) launched EFF, we did not know how much of an impact it would have over time. I'm delighted to be able to report that this major NIFL initiative is becoming a nationwide success, and that it is successful with the people who matter - adult learners and the practitioners who serve them.

We are especially pleased that EFF achieved semifinalist status in the highly competitive Innovations in American Government award competition, sponsored by Harvard University and the Ford Foundation. This level of recognition will help us communicate about EFF with a broader array of groups and individuals. But the most important validation of EFF can be found in the feedback we have received from educators and learners in our field. The clear message we have gotten is that EFF's success is due to the power of our consensus-building, standards-based approach.

EFF has depended not just on the determined, imaginative, very hard work of its management team, led by Sondra Stein, but on the fact that thousands of individuals across the country have embraced the EFF framework and made critical contributions to its refinement. There is no adequate way to value support and resources of such quality and breadth. Because so many people have been willing to make a real commitment to the early stages of EFF development, we are now only months away from publication of our User's Guide to the standards.

NIFL has always been serious about viewing EFF as a system reform agenda, and realistic about the fact that our involvement would need to be focused and long term. We are dedicated to continuing EFF in order to develop the additional resources necessary to achieve system reform and program improvement. We urge you to learn more about EFF and to contact us about how you can join in taking the critical next steps. EFF needs you.

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Equipped for the Future Semifinalist in Government Innovations Award Competition

Equipped for the Future has been named a semifinalist in the 1999 Innovations in American Government Awards competition. EFF was one of only 100 programs chosen from a pool of 1,600 applicants.

Innovations in American Government is recognized as one of the nation's most prestigious public service awards programs. Started in 1986, it is sponsored by the Ford Foundation and administered by Harvard University's John F. Kennedy School of Government in partnership with the Council for Excellence in Government.

"To be chosen as one of 98 finalists from among 1600 applicants for this prestigious award is quite an achievement for EFF, and great PR for the adult literacy field!"

Benita Somerfield
Executive Director
Barbara Bush Foundation

EFF Around the Country...

A Message from Sondra Stein, Senior Research Associate and Director of EFF at the National Institute for Literacy

Many of you have asked, "What's happening around the country with EFF? What states are involved? How are they integrating EFF?" This premier issue of *The EFF Voice* has been put together to give you a snapshot of EFF-related activities across the country. It includes reports on the 12 states that have been participating in the EFF field development process since 1998, and on the many other programs and states that have begun incorporating EFF into adult education, family literacy, and welfare-to-work activities over the past year. And all this has been happening even before the standards are officially out! If you want to find out more about one of the efforts listed here, please contact Lisa Levinson at 207-549-0926 or e-mail her at LisaL595@aol.com. Don't forget to watch for the *Users' Guide to EFF Standards* due out in November!

In Their Own Words.....

"The learners found it hard to participate in a learner-centered environment, and it took them a while to stop looking to me for answers. But once they realized it really was theirs, they loved the freedom and they were ready to take on the work. They saw the relevance to their daily lives and realized the importance of working as a team and following through on commitments. I think it will help me look closer at the things I do and help me realize there is room for improvement."

Ann Marie Barter
Teacher
Windham Adult &
Community Education
Windham, ME

"My voice comes out; I want my friends to know what I have learned."

Adult Student
Knox County Adult
Basic Learning Center
Knoxville, TN

"I went to the grocery store for the first time and was so scared. Now I've done it and I can read numbers on the cash machine."

Adult Student
READ/San Diego
San Diego, CA

Arizona

• EFF and the Bureau of Indian Affairs (BIA) are development partners in Arizona. • Two Native American family literacy sites were part of the field development process and trained other BIA sites in Arizona to use EFF. They plan to help disseminate EFF to BIA family literacy programs in other states as well.

California

• California has five sites that have been EFF field development sites. All sites are still working together to fully integrate EFF into their programs and to strategize for state-wide EFF dissemination. • California's EFF sites operate in adult education and library literacy settings and include programs that serve the prison population as well as students speaking languages other than English.

Delaware

• Delaware featured EFF at its spring conference this year. Andy Hartman, Director of NIFL, delivered the keynote address, and EFF was a big part of the conference agenda. • Delaware is exploring ways to incorporate EFF into future staff development opportunities.

Illinois

• Chicago has invited EFF to participate in several conferences, introducing EFF to a wide audience of adult education and literacy providers.
• Planning is beginning for wider EFF dissemination in the state.

Kansas

• Kansas is beginning to work with EFF by featuring EFF at its summer institute in July. There will be two, three-hour workshops at the institute, and plans are in the works to continue training after that.

Kentucky

• Kentucky is beginning to look at how EFF can create a framework for their state initiatives and mandates. • Kentucky will participate with Tennessee and West Virginia this summer in a tri-state EFF training meeting.

Louisiana

• A new partner with EFF, Louisiana is currently working to incorporate EFF into Project ENABLE, its state academic standards.

Maine

• A field development partner with five development sites, Maine officially adopted EFF as its state standards. • The state has incorporated EFF into the current adult basic education grant process, and has put EFF at the center of the new state adult education plan. • Maine weaves EFF into most workshops at its summer institutes for adult educators.• The state also used a mentoring program model to expand EFF use in 10 new adult education programs.

Family Literacy. Maine developed a family literacy model based on EFF. It is being used in the eight programs privately funded through the Barbara Bush Foundation and in the State's five Even Start programs. Maine has an active family literacy task force that is looking to use EFF to develop family literacy policy across the state.

Missouri

• Missouri recently received a grant to begin working with EFF and to provide staff development opportunities for EFF dissemination throughout the adult literacy community. • Several library family literacy programs are beginning to use, document, reflect, and incorporate EFF, following the first meeting in May. • The teachers and tutors will attend a follow-up meeting to discuss implementation issues.

New Hampshire

• New Hampshire continues to fund the EFF field development site in Dover to study how to fully incorporate EFF into a program. They are looking at a mentoring model with Dover mentoring other programs.

Performance Indicators. New Hampshire supported a practitioner study group to develop performance indicators for the new state plan. The group based their work on EFF, particularly the three roles.

North Carolina

• North Carolina has an EFF field development site that is part of the North Carolina Community College system. • The program uses EFF with its work-focused Adult Basic Education and GED classes.

Ohio

• A field development partner, Ohio uses a mentorship model for disseminating EFF, with eight new programs participating this year. • The Adult Basic Literacy Education program in Canton, a field development site, uses EFF with its welfare-to-work participants. • This coming year, more sites in all regions of Ohio will be mentored by the programs that have participated this year. • Ohio has made a commitment to involve more programs in this way every year.

Pennsylvania

• Practitioners and program directors from field development sites presented EFF at state-wide conferences and have helped other programs begin to use EFF. • Next year, Pennsylvania will incorporate EFF into statewide staff development opportunities, and integrate it into the State competencies, reporting and other state adult education initiatives.

Rhode Island

• A field development partner, Rhode Island funds two special projects to adult education programs to use EFF. • Rhode Island is very involved in standards-based school reform in the K-12 system, and the state office of adult education sees EFF as the best bet for standards that have been developed for adults. • Rhode Island will continue to concentrate on standards and will use EFF in doing so.

More EFF Around the Country, p. 4

In Their Own Words. . . . . .

"Through EFF we grow and develop confidence in ourselves so we can stand on our own two feet."

Adult Student
Wilkes Community College
Wilkesboro, NC

"One learner is trying to get a promotion and so she is expanding her job skills by giving orientations to new employees and by being a member of the safety committee at work. She has said that she does not feel she could have participated in this way two months ago."

Ellen Loebl
Teacher
The Reading Program
Milpitas, CA

"Equipped for the Future is the right way to go. We were working on our own life skills curriculum and we saw the same philosophy and vocabulary in EFF. It bolstered what we were doing and gave us credibility for doing it. We felt like we had national support. And now it is in our state plan!"

Anson Green
Community Ed. Specialist
Northwest Vista College
San Antonio, TX

"We use Equipped for the Future as the common language of our program. We use it with our board, our staff, our students. We all have to live the roles. We all have to use all the skills every day."

Jane Cody, Director
Knox County Adult
Basic Learning Center
Knoxville, TN

In Their Own Words. . . . . .

"The numerous "found" lessons we often engage in almost always take precedence over my prepared material, but I sometimes feel as though our time or plan is being sidetracked. As I've held our activities up to the light of the EFF Framework, however, I begin to realize we aren't being sidetracked after all; we're fully engaged in a great many of the generative skills and common activities I see in the Framework."

Jim Carabell
Home Tutor
Vermont Adult Learning
East Montpelier, VT

"I am a choreographer who is constantly observing, thinking, planning, adjusting, and acting accordingly. I feel good about being able to use the student's need to focus a lesson, even if it means dropping what I had planned!"

Jeanne Covey
ESOL Teacher
Family Learning Team
Greenville, SC

"The notion of helping people function with the content of the framework has opened up a whole new world of possibilities for me and my staff. Let's say it may be revolutionizing our thinking. We have been so focused on teaching volunteers to teach in a direct, systematic way that maybe we have neglected the bigger picture - especially the common activities and the generative skills as laid out in the EFF Framework."

Chris McFadden
Director
READ/San Diego
San Diego, CA

EFF Around the Country...

South Carolina

• In Greenville, the school district's family literacy programs created an EFF staff development model and are using EFF to change their program and practice. • Working with an EFF staff member, they will document their model as an option for other family literacy programs interested in incorporating EFF.

Tennessee

• A field development partner, Tennessee is incorporating EFF on a statewide basis and into its state adult education plan. • The state includes EFF in its adult education staff development opportunities and is participating with Kentucky and West Virginia in a tri-state EFF training event this summer. •
Tennessee uses the EFF Worker Role Map in all training for the Families First initiative, its welfare-to-work effort. • Four adult basic education programs have recieved TN Program Incentive Grants to experiment with ways of introducing EFF into local programs. • The staff of the Knox County Adult Literacy Program, which has been an EFF field development partner for the past two years, will provide guidance and assistance, as well as continue to expand the use of EFF throughout their programs.

Texas

• A field development partner, Texas is incorporating EFF into its next round of adult basic education grants. • The adult literacy program in Harris County completed the second of four mentorship workshops introducing EFF to other programs in the area as well as to uninitiated Harris County staff members. • Harris County also produced an EFF video for staff development using a special project grant from the state.• Houston READ, a coalition of literacy programs in the Houston area, is building EFF into their 10-year plan.

Testimony. Representatives from the state education agency and several programs using EFF testified successfully in support of incorporating EFF into the new state plan for adult education.

Vermont

• Vermont's adult education state standards reflect the influence of the EFF role maps and framework. • A teacher from Vermont Adult Learning, one of the field development sites, is on the national EFF Assessment Group, helping to guide the developing assessment framework for EFF.

Virginia

• Virginia has three EFF field development sites, and one program is using a study circle model to provide EFF staff development for other sites around the state. • EFF was featured at regional adult basic education staff development conferences over the last 2 years. • Virginia has correlated its state quality indicators for adult basic education and literacy with EFF.

Washington

• Washington incorporated EFF into its state plan and crosswalked EFF with its state competencies. • EFF was highlighted at the last two summer institutes for adult education program directors and practitioners. • The state is providing EFF staff development for literacy tutors.

Staff Development Network. Washington is creating a staff development network for EFF dissemination. Initial training is concentrating on Families that Work programs, family literacy programs supported with welfare and adult literacy dollars. serving welfare-to-work participants.

West Virginia

• West Virginia is new to EFF and featured EFF at a recent state-wide conference. • This summer, West Virginia took part in a tri-state EFF training session with Kentucky and Tennessee.

Adult Literacy Media Alliance

• ALMA produces a video magazine and accompanying classroom materials for adult literacy programs that are used as curriculum to reinforce life skills. • ALMA will use EFF to frame the community aspects in its next series of videos. • EFF and ALMA are working on ways to further coordinate and to become more involved partners.

LINCS

• LINCS, the electronic network connecting literacy programs across the country, is another initiative of the National Institute for Literacy. • LINCS houses databases of literacy resources, providers, and field-generated materials. • LINCS is redesigning its system, and EFF will be a prominent feature.

Literacy Pro

• Literacy Pro, a private company, developed a management information system for reporting adult learner outcomes that is compatible with the federal adult basic education reporting mandates. • They are currently amending their system with input from EFF staff so that EFF outcomes may be reported on their system.

LLA/LVA

• Laubach Literacy Action and Literacy Volunteers of America have been working closely with EFF development partners to ensure that the standards meet the needs of volunteer programs. • National field staff from both organizations have developed plans to integrate EFF into tutor training. • LVA will also incorporate EFF into their program accreditation and reporting systems.

National Center for Family Literacy

• NCFL was a development partner in the family role map. • Featured EFF at its national conference for the last two years. • Incorporating EFF into its family literacy training.

National Council of La Raza

• La Raza used the EFF community role as the basis for a new curriculum they are developing. • Their nationwide literacy programs will use the curriculum to help adult students be more active in their communities and become catalysts for community change.

For more information on how to become involved in your state, please contact Lisa Levinson at 207-549-0926 or e-mail her at LisaL595@aol.com.

In Their Own Words. . . . . .

"It keeps me involved with the government and I was able to advocate for my own needs and for others, too. I was happy to have input into policy making in Vermont. I feel like I'm more independent by being able to do this."

Adult Student
Vermont Adult Learning
East Montpelier, VT

"Equipped for the Future has made my personal problem solving and decision making easier to do independently."

Adult Learner
Ten County ACE Coop
San Marcos, TX

"The tutors who are familiar with EFF and those who aren't came up to me overwhelmed at how well everyone was cooperating together. In the past, learners tended to remain with their respective classes, or join other learners who shared the same native language, or sit quietly and not participate. I am seeing more and more of a family/communal atmosphere and it's very exciting."

Laura Hildick
Teacher
READ/San Diego
San Diego, CA

"EFF confirmed that my voice is important. That helped me realize how important my parenting role is."

Adult Student
Sumner Adult Education
East Sullivan, ME

Equipped for the Future

Path To A New National Literacy and Lifelong Learning System

The National Institute for Literacy (NIFL) is an independent federal organization spearheading an effort toward a fully literate America. NIFL fosters innovation and collaboration in order to build and strengthen national, regional, and state literacy infrastructures; and supports and coordinates efforts to ensure that all individuals with literacy needs receive the high-quality education and basic skills services necessary for success in the workplace, family, and community of the 21st Century.

Arriving at adulthood implies two types of knowledge - life experience and formal education. To deal successfully with the 21st Century, people must build on both. NIFL, working with 15 state partners as well as many other individuals and organizations across the country, is spearheading a project designed to do just that.

Structured in several stages, the process called *Equipped for the Future* (EFF) began in 1993, when NIFL responded to a Congressional mandate to measure America's progress toward National Education Goal 6: *By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*

It was a demanding assignment, and NIFL was determined to do a thorough and efficient job from the very beginning. "In our very first meeting," explains Sondra Gayle Stein, Ph.D., "we brought in people who had worked on other standards considered successful in the profession. We asked what they did that worked, and what they did that didn't work; and what advice they had for us. The best advice was: don't wait until you have a finished product to take it out in the field - get input and feedback all along the way."

Involving the "real world" - both front line educators and adult learners or "customers" - became a hallmark of the project from that moment on, according to Dr. Stein, Senior Research Associate and Director of EFF.

Phase I involved a 1994 survey inviting adult learners to specify what they needed to know and be able to do in order to achieve Goal 6. One thousand five hundred respondents indentified four fundamental purposes for learning:

- Access to information, so adults can orient themselves in the world
- Voice - being able to express ideas and opinions with the confidence that they will be heard and taken into account
- Independent Action - being able to solve problems and make decisions on one's own. . . .without having to rely on others
- Bridge to the Future - learning how to learn, in order to keep up with the world as it changes

NIFL published *Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning*, and, through planning grants, explored the framework of the four purposes as they related to an adult's three primary roles:

- Citizen and community member
- Worker
- Family member

Through 1996 and 1997, thousands of adults - through surveys, focus groups and other means - began to help NIFL build consensus on the meaning of those roles and paths to a satisfying fulfillment. Detailed definitions of those roles focused on broad responsibilities, key activities, and the specific knowledge/skills required to fulfill them. Then, the EFF development team looked across all three roles to discern common activities and the core skills they required. For example, effective communications skills are essential in all three roles; the same can be said for problem solving and critical thinking skills that have to do with analyzing

EFF Standards for Adult Literacy and Lifelong Learning

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and reflecting on information in order to make good decisions.

The next step was "translating" all such skills into one set of content standards. Such standards are intended to give practitioners a framework for describing educational results in terms that make sense both to adult learners and to policymakers.

During the past two years, adult educators in 25 field sites across the country tested draft standards. "Adult ed teachers usually are paid for their time in the classroom, but they seldom have time to evaluate" methods and processes; to think about what they are doing in the classroom, explains Dr. Stein. "We paid them to evaluate the draft standards."

At a meeting of all the field sites in June 1998, small focus groups were brought together, each examining a particular standard. "The first set of standards was written by professionals and was very technical - too complicated for use in the classroom," Dr. Stein notes. "We asked for guidance (of the small groups) in clearing up the standards for more effective use." More field testing will fine tune the resulting changes, with a fully revised version scheduled for release in the fall of 1999.

But that is far from "the end." For example, states' interest, not only in

Content Framework for EFF Standards

In order to fulfill responsibilities as parents/family members, citizens/community members, and workers, adults must be able to:

MEET THESE 4 PURPOSES

Access
To information so adults can orient themselves in the world

Voice
To be able to express ideas and opinions with the confidence they will be heard and taken into account

Independent Action
To be able to solve problems and make decisions on one's own, acting independently, without having to rely on others

Bridge to the Future
Learn how to learn so adults can keep up with the world as it changes

ACCOMPLISH THESE COMMON ACTIVITIES

- Gather, Analyze, and Use Information
- Manage Resources
- Work Within the Big Picture
- Work Together
- Provide Leadership
- Guide and Support Others
- Seek Guidance and Support from Others
- Develop and Express Sense of Self
- Respect Others and Value Diversity
- Exercise Rights and Responsibilities
- Create and Pursue Vision and Goals
- Use Technology and Other Tools to Accomplish Goals
- Keep Pace with Change

DEMONSTRATE THESE GENERATIVE SKILLS

Communication Skills
- Read with Understanding
- Convey Ideas in Writing
- Speak So Others Can Understand
- Listen Actively
- Observe Critically

Decision-making Skills
- Use Math to Solve Problems and Communicate
- Solve Problems and Make Decisions
- Plan

Interpersonal Skills
- Cooperate with Others
- Advocate and Influence
- Resolve Conflict and Negotiate
- Guide Others

Lifelong Learning Skills
- Take Responsibility for Learning
- Reflect and Evaluate
- Learn through Research
- Use Information and Communications Technology

UNDERSTAND AND BE ABLE TO USE THESE KNOWLEDGE DOMAINS

- How We Grow and Develop
- How Groups and Teams Work
- How Systems Work
- Rights and Responsibilities
- Culture, Values, and Ethics
- How the Past Shapes the World We Live In

Equipped for the future

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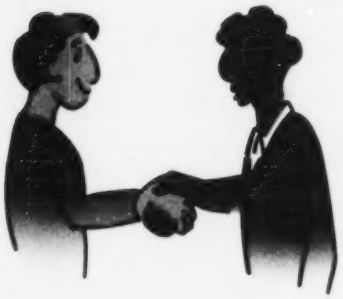

development but in establishing the standards as "official" measurements and benchmarks, is increasing. And, existing assessment tools like the GED do not now address some of the key "success ingredients" identified in EFF development phases, so additions to the test - a new accountability framework - may need to be considered.

EFF's ultimate goal is not a few surface changes, but rather a new national literacy and lifelong learning *system*.

Adult educators "have known for a long time that an approach based on the Kindergarten -12th Grade curriculum doesn't make sense for most of their learners," Dr. Stein notes. Yet, existing measurement tools reflect only achievements based on K-12. "We need to acknowledge the key ingredients (identified in EFF research) and build them in, not just make them a byproduct.

In the new learning system, the content of education will no longer be provider-driven, reflecting school-based notions of what is important; rather, content will be customer-driven, shaped by what adults say they need to know to succeed in our brave new world.

The vision will take years to realize according to NIFL Director Andrew Hartman, "and the results will need to be continuously re-examined and revised. Trying first to envision and then to stimulate the creation of a new, ... system is not something the NIFL or any other organization can do alone. We are only acting as a conveyor and catalyst for. . .a broad-based movement involving students, educators, the private sector and policymakers. . .."

In pursuit of the vision, EFF will, from 1999 through 2004:

- Test the content standards in learning sites across the country to see how well they work and to identify performance indicators for learners at different levels;
- Determine what needs to be done to focus the adult literacy and basic skills system on achieving those standards;
- Identify what resources are needed to assure that the system can be held accountable for meeting those results;
- Implement quality assurance systems that enable continuous improvement based on continuous assessment of results.

The task is formidable, but success is possible, Dr. Stein believes, because of the people involved. From "customers" to professional educators, through years of continual research and refining, "we hold a vision that really matches people's experience. That's one reason people are so interested in this."

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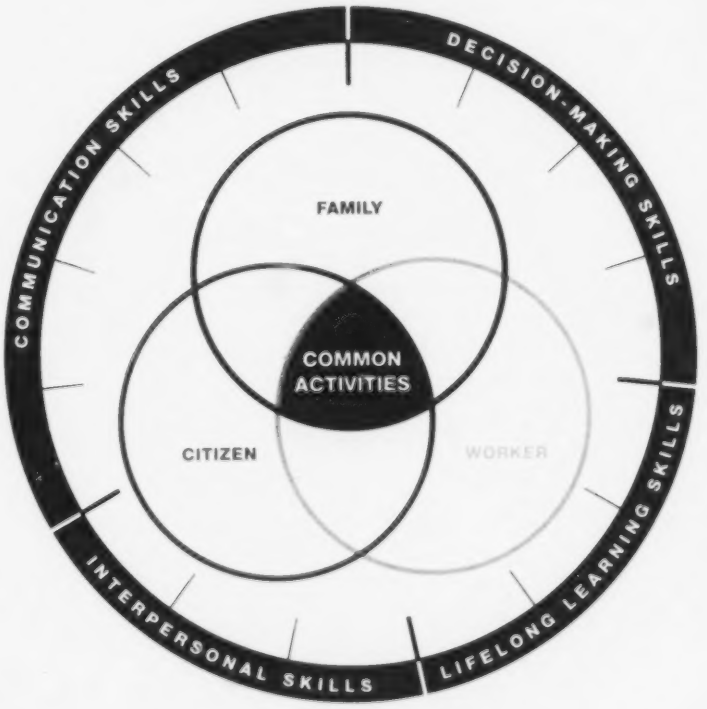
EFF Framework for Adult Literacy and Lifelong Learning



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Retail Sales Workers and EFF

The National Retail Federation (NRF), an association of local and national retailers, is working with the EFF initiative to design an orientation course for new sales clerks participating in welfare-to-work programs. The 6-8 week course will be developed and piloted in five programs in Maine and Tennessee.

Many retailers, asked to serve as job placement sites for welfare-to-work participants, find their new employees ill prepared for the retail field. To solve the problem, the retailers asked NRF to develop a training program for the new workers.

The orientation course will build on a previous collaboration between the NRF and EFF. The two Maine sites involved in this initial collaboration, Waterboro and Atkinson, will join sites in Knoxville and Nashville Tennessee to pilot the new orientation course.

The Atkinson, Maine site will help create the orientation course curriculum with the Knox County Adult Literacy Program in Knoxville, TN. This community-based program and EFF field development site designed a life skills orientation course and uses a business model and environment in its classes.

An important part of the course, adapted from the programs in Maine, will be an unpaid internship throughout the course. This will allow participants to practice what they learn under the guidance of employer mentors.

Each program will work closely with a local employer advisory committee or voluntary partnership to make sure the course meets employer needs and to identify volunteers to serve as mentors to participants. NRF and the National Institute for Literacy will market the completed orientation course, training materials and mentoring materials.

LVA Endorses EFF

The Literacy Volunteers of America (LVA) officially endorsed the EFF initiative in an October 1998 national board resolution and featured EFF at its National Conference.

Equipped for the future

Resolution to Endorse the National Institute for Literacy's Equipped for the Future Initiative

Whereas the National Institute for Literacy's *Equipped for the Future* (EFF) Initiative began by recognizing that the students are the customers of the adult education system and therefore consulted students in volunteer-based literacy programs, prisons, and adult schools about what they need to know to be effective as workers, family members, and community members; and whereas LVA, as a student-centered and directed organization, values this approach;

Whereas the National Institute for Literacy's *Equipped for the Future* Initiative has demonstrated its commitment to volunteer-based literacy providers by selecting volunteer-based literacy providers as field sites for EFF, by providing orientations to EFF at major national conferences, and by including representatives of volunteer-based organizations in the analysis of field test data to ensure its utility and value for volunteer-based literacy provision;

And whereas the National Institute for Literacy's *Equipped for the Future* Initiative seeks to develop a common language for all adult education providers in reporting the achievements of their students and programs that will allow greater participation of Literacy Volunteers of America affiliates in the wider conversations of the entire adult education system;

Now therefore the Board of Directors of Literacy Volunteers of America, Inc. endorses the work of the *Equipped for the Future* Initiative to date and looks forward to continuing participation in the future developments of the Initiative.

Learn More About Equipped for the Future...

EFF Resources

Publications: To request these materials, call EDPUBS Clearinghouse at 877-433-7827

- *Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning.* Published in 1995, this book describes the vision and research basis of EFF's initaitive for reforming the adult literacy and education System. (IN# EX0019P)
- *Equipped for the Future: A Reform Agenda for Adult Literacy and Lifelong Learning.* This 1997 publication builds on the previous work, reporting the continuing research and development of EFF's content framework for adult performance standards. (IN# EX0020P)

On-Line Resources:

- The *Equipped for the Future* Website is an on-line resource to learn more about EFF. The address is http://www.nifl.gov/EFF
- The *Equipped for the Future* listserv is an on-going conversation about EFF by teachers, administrators, and others interested in EFF. To view the archives, go to http:www.nifl.gov and select forums, then choose the *Equipped for the Future* option. To subscribe to the listserv, send the following message:

  TO: listproc@literacy.nifl.gov
  SUBJECT: leave blank
  MESSAGE: Subscribe NIFL-4EFF your first name your last name

EFF Development Partners

- Mayor's Commission on Literaacy, Philadelphia, PA
- National Center for Family Literacy, Louisville, KY
- Center for Literacy Studies, University of Tennessee, Knoxville, TN
- Ohio Literacy Resource Center, Kent State University, Canton, OH
- New England Literacy Resource Center, World Education, Boston, MA
- Center for Adult Learning and Literacy, University of Maine, Orono, ME
- North Carolina Literacy Resource Center, North Carolina Technical Collge System, Raleigh, NC

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Looking Ahead...

Upcoming Events

Get involved with *Equipped for the Future*! Look for EFF at the following conferences:

September 16, 1999	Michigan Literacy Conference
October 13-17, 1999	AAACE Conference, San Antonio, TX
November 10-13, 1999	National LVA Conference, Nashville, TN
March 14-18, 2000	TESOL Conference, Vancouver, BC
May 1-5, 2000	International Reading Convention

For more information, contact Andy Nash, EFF staff development contact person, at andy_nash@jsi.com or (617) 482-9485.

Equipped for the future

Coming This Fall!!!

Equipped for the Future is in the final stages of developing its newest publication:

Using the EFF Standards as a Tool for System Reform: A Guide for Policymakers, Administrators, Teachers, Students, and Other Customers of the Adult Literacy and Lifelong Learning System.

The release of this exciting EFF Guide will be announced on the NIFL-4EFF listserv and the NIFL web page at www:nifl.gov.

Add this newest publication to your expanding EFF library!

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Suite 730
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Program Overview
Adult Learning Center
Atkinson, Maine

The Adult Learning Center in Atkinson, Maine uses Equipped for the Future (EFF) to:

Establish Measurable Goals for Participant Outcomes

- Set goals by using the Equipped for the Future role maps
- Enable students to assess their abilities in their three adult roles, and create personal role maps that define who they want to be, where they want to go and how to get there
- Allow students to self-monitor and assess progress toward their personal map
- Teach students to translate skills and abilities learned to their personal role maps

Improve the Literacy Skills of Adults and Families

- Increase student retention from 40% to 75%
- Use the Common Activities to organize the curriculum
- Make learning explicit, so group activities can be translated into individual learning gains
- Answer the question, "Learning for what?"
- Translate High School diploma requirements into role-related curriculum

Position Learning in "Real Life" Contexts

- Build instruction around the three major adult roles so skills acquired are connected to students' personal role maps and goals
- Link welfare-to-work mandates with student goals and life challenges
- Engage students in developing their own learning agendas, curriculum and assessment based on their goals as family and community members as well as workers
- Make learning immediately applicable in students' lives
- Reinforce group interaction through team-based projects and activities

Connect with the Community

- Give back to the community to dispel "welfare" stereotypes
- Become involved in community projects and interact with community members on a regular and continual basis
- Fulfill welfare-to-work field placements through community projects that benefited program participants as well as community members
- Increase the visibility of the Atkinson program in the community, and become a community resource through participant work projects

EFF Program Profile

Adult Learning Center
Atkinson, Maine

Equipped for the Future
Helps the Adult Education Program in Atkinson, Maine
Mesh the Requirements of the Workforce Investment Act with Student Goals

In a rural Maine setting, the Atkinson Adult Learning Center sits in the middle of a field on top of a hill with a majestic view of Mt. Katahdin. This rural program has adopted Equipped for the Future as the framework to mesh the mandates of Welfare-to-Work and the new Workforce Investment Act with the goals and dreams of adult students. Equipped for the Future has given the program staff a way to concentrate on work-related skills and abilities while still being true to their philosophy of being learner-centered and focused.

Establishing Measurable Goals for Participant Outcomes

"We can't just train workers and expect people to automatically be successful as people," states Shirley Wright, the director of the Atkinson program. Although a majority of students who frequent the Atkinson program are in Welfare-to-Work programs (90%), they participate in courses that are designed around the three EFF role maps: worker, family member and citizen/community member. The role-specific parts of the program are organized around the EFF Common Activities: the activities that are necessary to perform effectively as an adult and that cross all three role maps.

All students begin their individual goal-setting process by assessing their own strengths as a family member, worker and community member as defined in the role maps. This initial self-assessment introduces students to the role maps through the Common Activity: Develop and Express a Sense of Self. Students define the roles they play now as a family member, community member and worker, and then explore who they want to be in their roles. They create a personal mission statement, and then develop a personal map that outlines how they will get there.

Students, with the help of teachers, self assess the EFF skill they are learning as they navigate their personal maps to achieve their goals. Students keep portfolios that include demonstrated evidence of achievement of the performance indicators of each EFF skill standard they are working on. Teachers and students are partners in the assessment process. Students explain to teachers what performance indicators of the specific skills they are acquiring they have met. Assessment becomes a tool for growth and skill recognition on the part of the student, and a way for teachers to know what students have learned and what they still need to learn. It informs learning and teaching.

Because students are measuring their goal attainment toward their personal mission statement through their personal map, they are not being compared to each other. The important questions become: How have you progressed toward your personal mission

statement? Is your personal map taking you there? Do you need to adjust the map? What have you learned? What skills have you acquired that you can demonstrate you have learned and can do?

Teachers report that students understand their progress better. Students and teachers have a new understanding of how to use portfolios as an assessment tool, not just a collection of work. The performance indicators are used as reference points, and the evidence in the portfolio is to show progress toward the points. For example, if a student is working on the standard, Use Technology, it is not enough to have a sample of a word processing exercise. The evidence in the portfolio must demonstrate achievement of one of the performance indicators such as: clearly identifies purpose for using technology. The evidence would be the product of using technology, but also the rational for using it.

Most of the students are working toward their adult High School diploma. The Atkinson program has incorporated the Maine K-12 standards, called the Learning Results, into the EFF framework. They award Carnegie Units for the work done. In this way, adults are receiving a credential while still learning and using the EFF standards framework to become more effective workers, community and family members.

Improving Literacy Skills of Adults and Families

The entire Atkinson program is designed to help adults become more effective in their three major adult roles. The structure of the program into the three adult role components has helped adults transfer the skills they have from one role to another.

"EFF broadens the definition of literacy to include skills that have not been thought of as literacy skills. A lot of our students are pretty competent in some of those areas. EFF allows them to see they already have skills they never considered as skills. Listen Actively, Speak So Others Can Understand are ones that jump into my mind right away. And these are skills now called for in the new Workforce Investment Act. We're already doing this, and students already see these as necessary skills because they are on the EFF skill wheel. We feel ahead of the game!" states Shirley Wright.

An example of how the role-structured program is improving the literacy skills of adults and families is illustrated in the Community component of the program.

During the Fall, 1998, students worked together to learn about their local history. They explored this through three of the Common Activities: Develop and Express a Sense of Self; Manage Resources; Work Together.

Develop and Express a Sense of Self:
Students:

- Researched and wrote a personal history
- Researched and wrote a local history including sponsoring an elections forum for the Learning Center. Students worked together to research the issues, invite the candidates, compose questions, hold mock elections

Manage Resources:
Students:

- Examined the local economy
- Analyzed how the town budget was spent
- Analyzed the fiscal ramifications of the election results

Work Together:
Students;

- Evaluated the work they have done for effectiveness
- Identified problems to look at and research to see if it existed before, if it is cyclic or has been previously solved

Each student translates the activities that are done as a group into the skills they are learning as an individual. They translate how the skills learned help them toward achievement of their personal mission statement and how it fits into their personal map.

The Worker and Family components work the same way. The Common Activities that the Worker component concentrated on were: Develop and Express a Sense of Self; Work Within the Big Picture; Create and Pursue a Vision and Goals. The Family component concentrated on: Develop and Express a Sense of Self; Manage Resources; Create and Pursue a Vision and Goals. Some Common Activities overlap between components to emphasize the transferability of the skills being used from one role to another.

As Shirley Wright states, "Students are always using the EFF standard, Reflect and Evaluate to make the connections between what the class is doing and their own personal maps and mission statements. It still takes someone the same amount of time to learn to read, but students are able to have tangible start and end points along the way. Progress is more understandable to the student because the process of learning to read is more accurately documented and measured. It helps the students answer the question, learning to read for what?"

The explicitness of EFF in helping to answer the question, learning for what? is evidenced by the increased retention levels. In 1996, retention at the Center was 40%. During the EFF field development period, it rose to 60%. This year, with the new role map program structure, it has risen to 75%.

Learning in "Real Life" Contexts

By developing a program built around the EFF role maps, Atkinson is only teaching in "real life" contexts. All Learning Center participants are required to take all three role components. Courses in each role meet for 4 hours/week for a total of 12 hours. Other courses that are designed to supplement skill attainment are available. These supplemental courses are taught in an EFF way as well.

For example, although Math is used throughout the three role courses, those who need more intensive skill development can attend a supplemental math course. The course uses the EFF standard, Use Mathematical Concepts and Techniques as the base for instruction. For example, a group of students needed addition, subtraction skill work. They used a cash register to practice addition and subtraction skills using real money as the teaching tool. Evidence is collected to illustrate the performance indicators: defines the purpose and problem correctly and clearly; selects appropriate math concepts and techniques and accurately applies them to the purpose and problem.

Teaching in this way gave students a work-related skill (cash register), but also helped them realize they had not been getting the correct change from a specific merchant. They had never realized this before. They are now able to count their change and receive the correct amount. They were able to demonstrate progress towards two performance indicators for the standard. They were also able to identify their newly mastered math skills as helping them achieve the Common Activity, Manage Resources, which they stated as being especially important in achieving the family role map.

Connecting with the Community

Due to the few employment opportunities in the community, participants in the Atkinson program fulfill their Welfare-to-Work work placement requirement through the program. During the summer of 1998, participants chose to form work teams that would help dispel the community's stereotype of the "welfare recipient." Through the Community role map, the participants decided to:

- Give back to the Community to show that welfare recipients were "givers," not just "takers"
- Become involved in Community projects to get to know others outside of their circle
- Learn about their community to become part of it

Work teams were formed, with a leader elected from each team. The team leader was responsible for keeping the time records for the team, making sure the work progressed according to the timetable the team set up, negotiating conflicts when necessary and managing the team. Team leaders met once a week with the teachers and program director to monitor progress, solve problems and support each other.

Teams did the following work projects:

- Cleaned, landscaped and maintained the historic town cemetery
- Mowed lawns and did garden and yard work for the town and community
- Fixed up town and community buildings (repaired porches, roofs, etc.)
- Maintained, cleaned and painted town buildings
- Painted the learning center
- Staffed the committee for the town's 175th birthday celebration

Again, student teams were responsible for all aspects of the work done, including planning the work, mapping it out, setting a timetable, assigning tasks, gathering the necessary materials, working within a budget and monitoring the quality of their work. They were learning and applying skills from all of the EFF standards, documenting their learning, and translating their learning into their personal maps and mission statements.

The community responded in a very positive way. The town could not keep up on repairs or paint town and community buildings, and residents were thrilled with the work the student teams did. The town's birthday celebration was bigger and better than anyone could imagine because of the time and effort the students were able to devote to the festivities.

As Shirley Wright reports, "The community wasn't the only beneficiary of the summer Welfare-to-Work program. Participants became members of the community through their community work. This program helped break the isolation that often accompanies welfare recipients, especially in a small town. Participants met community members they had never interacted with before. And, they achieved their goal of showing the community how giving they were. I think this program certainly changed a lot of people's minds about those who receive welfare. Students are still volunteering in the community even though the program is over. They are planning the activities they can do for the community for next summer!" Shirley adds, "EFF gave us the structure and courage to be able to do this as a program. It also allowed us to show results against a set of real life standards. This has benefited us, but more importantly, all of our community."

Program Overview
Canton City School ABE
Canton, Ohio

The Adult Basic Literacy Education program in Canton, Ohio uses EFF to:

Establish Measurable Goals for Participant Outcomes

- Frame the "Work Passport" that is the basis for student assessment of skills
- Merge Welfare-to-Work mandates and student goals
- Have a standards-based design for student success and achievement

Improve the Literacy Skills of Adults and Families

- Teach skills necessary to be an effective worker, family and community member
- Increase student retention from 63% to 78% in the program
- Move students out of level 1(from 54% to 47% of the students)and 2 (from 41% to 28% of the students)into level 3 (from 5% to 25% of the students)
- Make learning explicit for teachers and students

Situate Learning in "Real Life" Contexts

- Teach students the process of negotiating in the world of work, family and community because they can identify the skills necessary for real world tasks and success
- Use the role maps to translate work-related learning to family and community goals
- Connect students with community resources and services
- Teach students the ability of turning learning into results that matter for them
- Engage students in developing the curriculum for their own learning

Connect with the Community

- Explain what the program teaches, and the goals the program can accomplish
- Translate educational terms into language everyone understands
- Connect with agencies and groups that were not interested in adult learning previously, such as the criminal justice system and service clubs
- Develop two-way communications with employers: students seeking out employers, and employers seeking out program participants

Equipped for the Future is an initiative of the National Institute for Literacy
December 1998

EFF Program Profile
Canton City Schools ABE
Canton, Ohio

Equipped for the Future
Helps Canton, Ohio's Adult Basic Literacy Education
Meet the Criteria of the Workforce Investment Act

In Canton, Ohio's adult basic education program, Equipped for the Future is framing Canton's transition from the Adult Education Act to the new Workforce Investment Act. Canton's Family Literacy program is a prime example of this change.

With the advent of Welfare-to-Work, many participants in family literacy programs who are on welfare are unlikely to be able to continue in the adult education portion because of the requirement that they focus on getting jobs. Canton anticipated this change and is now considered a pre-employment program by the Ohio Department of Welfare. Welfare participants are referred to their 30 hour-per- week program which includes a volunteer work component.

Establishing Measurable Goals for Participant Outcomes

Although a Welfare-to-Work program, Equipped for the Future has given Canton, Ohio a framework for measuring participants outcomes based on their goals as workers, family members and community members. Participants are viewed as whole adults, not just adults who work. The Canton program utilizes a "Work Passport" as their framework for assessing performance of outcomes of skills used in all three adult roles.

The mandated goal for participants in the Family Literacy program is employability. However, the EFF role maps support transfer of skills across goals, enabling adults to achieve other goals as well those related to employability.

The program uses a "Work Passport" to capture and measure skill attainment. The "Work Passport" is organized around the EFF 15 standards. A notebook is divided into 15 sections, one for each standard. The performance indicators for each standard are listed on the divider of each standard. Students are assessed against the performance indicators of each standard, and they insert evidence of performance of each indicator into their notebook. The evidence can be from their work, family or community roles. In this way, student goals are meshed with the mandated goals of the program.

GED attainment used to be the measurable outcome of the program. With EFF, those who can obtain their GED use it as part of their "Work Passport". Those who do not have the skills, ability or time to pass the GED can still demonstrate skill attainment through the use of their "Work Passport". The graduation criteria for the program is now the demonstration of the standards that make up the "Work Passport" instead of GED

attainment. In this way, the program and students know the skills they can perform on the job and in the rest of their lives. So, although 47% of the participants were level 1 students (0-5.9 grade level reading scores) at the end of the year, they could demonstrate skill attainment through EFF, and qualify for employment in an entry level job.

Improving the Literacy Skills of Adults and Families

Adults and children in Canton's program use Equipped for the Future to identify the skills that adults and children need to succeed in the world. As Jane Meyer,the director of the program states, "EFF gave us the framework to talk about the skills learned. We didn't have a way of discussing skills before EFF, and now our entire program is organized around the skills described in the EFF framework." EFF is based on solid research and educational practice, giving the program director and teachers the assurance what they are teaching is based on a solid foundation.

For teachers, this has meant that they are able to focus on what they are doing. "EFF allows teachers and learners to talk about what's being learned. The EFF framework shows adult learners and teachers that they're doing what they need to do."

Teachers see adult students understanding EFF easily. They are able to identify specific skills they can perform. An example of this is a work activity that adults carry out:

Students worked in teams as they:

- Researched job trends in their community
- Identified employers with open positions
- Connected to the Human Resource people in those workplaces
- Prepared interview questions to ask Human Resource personnel that include questions about the skills necessary for effectively performing the avaiiable jobs
- Made appointments to interview HR people, conducted the interview, and prepared a report for the rest of the class, reporting their findings
- Identified the skills that match the job requirements, pulling evidence of those skills from their "Work Portfolio" to apply for jobs.
- Checked with other students for the skills match
- Applied for the job

The EFF framework allows students to be specific about what skills they can perform. They identify what skills they are using as they perform the work activity. Skills such as: Read Critically, Convey Ideas in Writing, Speak So Others Can Understand, Listen Actively, View Critically, Plan, Research, Solve Problems, Cooperate with Others, Reflect and Evaluate and Use Technology are all skills identified, evidence of performance collected and placed in their "Work Passport". The job seeking exercise demonstrates the skills necessary to obtain a job as well as the process to do so. EFF framed the exercise so adults could identify the process and skills they were using.

Jane Meyer, the director of the Canton program, was surprised by the increased results that just one academic year of using EFF produced. Although the program had a fairly high retention rate, 62-63%, with EFF the retention rate jumped to 78%.
Upon entrance:

54% of the students were level 1 students (0-5.9 grade level reading)
41% of the students were level 2 students (6.0-8.9 grade level reading)
5% of the students were level 3 students (9.0 -12.0 grade level reading)

At the end of the year:
47% of the students were level 1
28% of the students were level 2
25% of the students were level 3

Clearly, retention and achievement were increased with EFF on just reading levels. EFF allows Canton to report on many more skills than just reading. Jane Meyer wondered if the documentation of other skills led to increased student confidence in their learning, and increased scores. Increased retention helped students as well. She is continuing to track this with students over this year.

Learning in "Real Life" Contexts

As the job identification exercise described above illustrates, EFF helps adult students identify the process used in a real life setting, as well as the skills that support the process. Canton's program has a built-in voluntary placement component. Participants work for the program to fulfill their Welfare-to-Work job requirement. The program uses this component to show the integration and translation of skills from the roles adults play.

An illustration of this is the following activity students planned and carried out as part of their work requirement:

As parents, they were concerned they were not effectively teaching and supporting their children's use of math. They decided to look into this by hosting a family math night at the local elementary school. They were responsible for all aspects of the night.

Students worked as a team to:

- Write a proposal to the school principal including a budget
- Obtain approval from the principal
- Research teaching strategies for parents to use to teach math to children
- Plan and design appropriate activities
- Arrange for the logistics for the night
- Plan and obtain refreshments from community sources
- Identify and collect necessary materials
- Use computer word processing and desk top publishing to write, format and publish flyers advertising the event

- Distribute flyers in a variety of ways
- Hold the event and take responsibility for all aspects of the night
- Evaluate success using specific criteria they developed beforehand and variety of techniques to collect data
- Discuss and write up the event including improvements they would have made

Once again, they documented the skills they used from the EFF standards, collected evidence of performance for their individual "Work Passports", and translated the "family" learning to a "work" context. The Family Math Night was a resounding success. Students were able to turn their learning into a successful event: learning led to results.

Connections with the Community

Canton has always connected with the community to provide students in their family literacy program with services they needed. EFF has helped the program expand that community connection by providing a framework to explain to community agencies and groups exactly what they are teaching, and what students are learning.

An example of this is the new connection Canton has made with the local criminal justice system. Although judges had been sentencing juvenile offenders to educational programs in the past, they had ceased to do so because the traditional settings and academic structure did not create successful placements for offenders. When the Canton director presented EFF to a group of local law enforcement professionals, they immediately asked for an EFF program for their population. They felt EFF would give juvenile offenders the academic, but more importantly, the social and work skills they needed to succeed in their community.

EFF has expanded Canton's links to employers as well. Through the student exercise of identifying jobs available in their community, many employers are now informing the program of available jobs. Employers were impressed by the planning, deportment and intentionality of the students as they researched employment.

Jane Meyer has stated, " EFF is so understandable to the community. I have no trouble explaining what we do when I use the EFF framework. Service clubs such as Rotary and Kiwanis have responded to the role maps and framework in very positive ways. They see EFF giving them the workers they want to hire, neighbors they want next door, and family members they want to know."

Program Overview
Project Read San Mateo
San Mateo, California

Project READ San Mateo of the San Mateo Public Library uses EFF to:

Enhance Tutor Training

- Help tutors understand the partnership between tutor and student
- Form the basis of student-directed learning
- Orient tutors as learners themselves
- Focus instruction on real life contexts
- Break preconceived notions of teaching and learning

Redesign Student Intake, Assessment, Progress and Program Outcomes

- EFF roles are used for intake, assessment and goal setting processes
- Students and tutors self-assess progress and learning on a regular basis using the EFF role maps, four purposes and generative skills
- Program reporting to funders can be aggregated according to student progress in reaching their role goals

Inform One-on-One Tutoring Sessions

- Tutors can help students reach goals beyond reading and writing
- Students can immediately use the skills they learn in real-life contexts
- Student goals are oriented to their adult roles
- Tutors may plan how the skills taught apply to the EFF framework
- Students can work on skills that relate to their work, family and community goals

Frame Small Group Instruction

- ESOL students can learn skills that relate to their goals in relation to the family role
- Group instruction is still learner directed and centered
- Real life experiences are explicitly translated into skills learned
- The EFF framework is helping create a checklist of elements of skilled reading with a child that leads to a certificate
- Students can experience successful parenting skill development while learning English

EFF Program Profile

Project Read San Mateo
San Mateo, California

Equipped for the Future
Helps San Mateo Public Library's Project Read San Mateo,
Conduct a Volunteer, Library Literacy Program

San Mateo Public Library has been providing literacy services to San Mateo, Belmont, Foster City, San Carlos, Burlingame, Hillsbourgh and Millbrae, California since 1985 when it was created as a result of the California Literacy Campaign funded by the State Library. This volunteer program provides basic literacy, English for Speakers of Other Languages, Family Literacy and School-based Parent Education classes to adults who seek out this program to better their literacy skills.

The program has a student-centered, student-directed philosophy. The selection of instructional materials is always by the goals and current needs of adult students. Student support groups and activities help students make the bridges from their literacy accomplishments to other aspects of their lives.

Tutors are expected to select and use materials that students are able to use in their daily lives. The materials must also mesh with the carefully assessed goals and needs of students as well as their strengths, learning strategies and literacy needs at the same time addressing some of the potential barriers adults have to learning. Project READ San Mateo believes that the best and most efficient instruction results from a close partnership among tutors, students and professional staff. Students come to the program with varying levels of present literacy skills, discouragement with previous educational experiences, and expectations that they can be successful. Students include native speakers of English as well as speakers of other languages who have often had little or insufficient education in their native countries.

Equipped for the Future in Tutor Training

Although already student-centered, Equipped for the Future (EFF) offered Project READ San Mateo a way to introduce new tutors to the philosophy of the program. "New tutors come to volunteer-based literacy programs expecting to be like the teachers of their experience deciding what the students need to learn. It is a revelation to them to think of students as customers and therefore more powerful and with a substantial say in the content and direction of instruction. It helps tutors take a new stance that students will be directing their learning with the help of the tutors. And, EFF helps to tear down some of the us/them mentality that new tutors often bring to their tutor training. The substantial differences between thinking in terms of teaching reading, writing, speaking and listening and thinking of access, voice, independent action and bridge to the future help new tutors realize that these are their own purposes as well, that they are not so very different from their prospective students," states Caroline Beverstock, the Literacy Program Coordinator.

Equipped for the Future's framework is introduced to tutors during the program's tutor training sessions. EFF connections are made throughout the training. Caroline relates the following incident during one such training: "In the last session of my eighteen hour training for new tutors, the subject of what is wrong with the elementary schools came up, as it usually does. One trainee, a retired elementary school principal, described an example of a school-wide project into the identity of a man in a portrait at the entrance of a school as evidence of how schools were changing for the better. After her description of the project, I read off the EFF generative skills and the trainees identified what skills would be required for such a project. This experience confirmed for me that the standards wheel allows an efficient overview of essential skills even for non-educators."

Trainees, through EFF, are exposed to an expanded definition of literacy: literacy is not just reading and writing but is linked to all the EFF skill areas. Trainees are asked to look at the EFF role maps and think about themselves. Tutors assess their own lives and identify what they can and cannot do on the role maps. Guest tutor/student pairs talk to the trainees about what they have done and accomplished. The trainees use the EFF skill wheel to identify the skills covered in the lessons described. They then identify the EFF skills they think they will need as tutors. This helps tutors realize they are like their potential students and need to be lifelong learners themselves.

Student Intake, Assessment, Progress and Program Outcomes are Organized Around EFF

Project READ San Mateo uses a "mind map" intake process (developed by Project Read, North San Mateo County) that is organized around the three roles as the basis for assessment and goal setting. In the interview, prospective students refer to the EFF role maps to help them identify what they would like to learn more about or be able to do in their roles as workers, parents/family members, community members and what they want to do just for themselves.

Caroline describes an intake process with an ESOL student: "I used the roles/ goals map and wrote on the paper self, family, work, and community. She easily listed her desire to improve her English so she can get a better job and be able to help her son who is in junior high school. She wasn't sure about community. I had her turn and look at the filing cabinet behind her with the three role maps. She read the community map and added some items to her goal list-her tutor listened with interest, and I think with surprise to what her student said in this context."

Every six months, the map is reviewed and students assess what they have learned, how they have been using what they have learned and what they have improved upon. The program has modified data collection to align with the United Way's outcomes-based reporting. Because the intake and assessment process is organized around the roles, reporting outputs to funders becomes easier. "We have an outcome portrait that demonstrates how the program is making a difference. It gives a broader report than highlighting one or two learners as in the past" Caroline reports.

The program also uses an end of lesson evaluation that has four questions: What did you learn today? How can you use what you learned? What confused you? What do you want to work on next time? This helps connect learning to real-life contexts for the student and tutor. At the end of every month, tutors are required to complete a summary form that asks for the usual data of times met, hours, etc. Tutors then fill out what has occurred during the sessions for that month in relation to the EFF four purposes and adult roles and reports on literacy highlights in their own lives or their students'.

Caroline is working with her funders and a computer management information system developer (LiteracyPro) to further explore how EFF can inform reporting results of student success that have not been reported before. She hopes that EFF can help report on student outcomes that are more qualitative in nature, such as meeting with a child's teacher for the first time, taking public transportation because they can interpret the map, or being able to accept a promotion that requires increased writing and technology skills.

EFF in One-on-One Tutoring Sessions

EFF has helped frame the one-on-one tutoring sessions through tutor training and the forms that the program requires tutors and students to use. An example of how EFF has enabled tutors and students to be explicit about what they are learning, and to ground learning in real-life contexts that are immediately used by the student is found in tutor Donna Schleifler's description of her work with her student:

"Gregory is a 40-year-old man who has struggled his entire life with his inability to read. When he came to the program, he lived with the fear that his secret would be discovered. He is active with his church, but dreaded ever being called on to read the Bible out loud. Through the learning experience activity, he began telling his story for the first time. He is growing in confidence and self- esteem with each tutoring session. He has now testified in church about his reading challenges.

Gregory ran a bar-b-q business with his wife and other relatives. He wanted to be able to negotiate contracts and solicit new clients. With the Worker Role Map we found that his goals fit in "Communicate with others inside and outside the organization."

We went to the list of generative skills and focused on COMMUNICATION SKILLS. We read through the STANDARDS for Communication Skills. With each point we used examples from Gregory's goals to clarify what was being said. Within each point we marked words that caught Gregory's attention. After several sessions, using the EFF skills wheel with the communication wedge, we reviewed what we have learned thus far:

- Read Critically: Gregory read Sam's and Charlie's stories and compared them to his own life experiences. Checked copyright dates on books to see if information is up-to-date.
- Convey Ideas in Writing: Gregory journaled about his business. He wrote to a potential customer, and wrote a Valentine message to his wife. He continued his autobiography as a language experience story

- Speak So Others Can Understand: He worked on his sales pitch and ability to set prices and conditions in negotiating a contract
- Listen Actively: He talked about non-verbal communication and picking up the messages others send us--facial expression, body language, etc. which is important in negotiating with customers
- View Critically: Watch TV, see billboards on street -- do you believe all that you see and hear?

It was exciting to look back with Gregory and see all that we had already done. I had been working with Gregory for six weeks and had come to respect him and his resourcefulness. But I was completely surprised when he began to talk about contract negotiations with Stanford University! You just never know what will surface during tutoring sessions!"

Donna and her student certainly covered basic skills during their tutoring sessions, but her student was able to use those skills immediately to be hired by Stanford University to provide food for one of their functions. Using the EFF skills enabled Donna to concentrate on other skills her student needed to reach his work goal. His success with his listening, viewing and speaking skills encouraged him to work harder on his reading and writing skills despite his sometimes slow progress.

EFF Frames Small Group Instruction

Project READ San Mateo holds small group classes for bilingual or Spanish-speaking mothers. A major reason students come to the library program is to help their children. Caroline has recast the EFF standard for reading in the context of reading to children. She is developing a checklist of elements in skilled reading that parents should be able to do, and when they demonstrate proficiency they will receive a certificate.

An example of this is a five-session parent class that helps parents read to their children while speaking to the bi-lingual and bi-cultural experiences the family encounters. Parents receive a book at each session such as *Margaret and Margarita* , 1993, Mulberry Press, NY. This book is about two girls, one who speaks only English, the other only Spanish. They overcome the language barrier, and become friends anyway. EFF informs the curriculum and the checklist and assessment of skills learned during the sessions as well as the wider goals of supporting the formal and informal education of children.

In another small class for Spanish-speaking mothers learning English, the women are asked what they want to learn and the class plans around that. One class wanted to learn how to get around the supermarket. They went to the supermarket and the manager showed them around the store. To help the women communicate and prioritize what they want to learn, Project READ is developing pictures that are organized around the worker, family and community roles so students can shuffle them and point to what they want to learn. In this way, students can direct their own learning, and tutors can respond to their direction.

As Caroline states, "In this way, all of our programs, both one-on-one and small group, are able to do something almost instantly to meet the immediate needs of students. We use wordless books for parents who want to read to their kids but can't yet read fluently. We generated a book of model memos for a man who had difficulty writing. We respond to what students want to learn to accomplish the EFF four purposes within the three adult roles. And it is really working for tutors, students, and staff!"